Table of Contents

Pathways to the 21st Century

Foreword

The State Advisory Council on Indian Education was established to identify issues and concerns that affect academic achievement of American Indian students. Council members have spent a great deal of time studying the yearly data collected on academic achievement and dropout rates, keeping abreast of education policy issues at the local, state and national levels, and working closely with tribal leadership in American Indian communities. As an outcome, the Council has devised a report that strives to address relevant concerns pertaining to the education of American Indian students and provide appropriate recommendations to the State Board of Education. Each year, the Council focuses its efforts on dropout data and academic achievement. The 2001 Report also includes an examination of other outcome data and its impact on American Indian students and their achievement.

This year the Report focuses its attention on the President's Executive Order 13096 on American Indian/Alaska Native education and examines its alignment with the strategic priorities of the State Board of Education. Recognizing the academic gains that have been made since the implementation of the ABCs of Public Education and the adoption of the Student Accountability Standards, the Council renewed its commitment to support the state and national education priorities. This report features the Council's adoption of five strategic priorities and accompanying goals that seek to create a systemic program of student, parent, and community involvement in the areas of American Indian achievement. These priorities are aligned with those of the President's Executive Order and are designed to encourage academic accountability in a manner which is culturally congruent to that of the American Indian.

Anthony Locklear, Chairman
State Advisory Council on Indian Education

Executive Summary

State Advisory Council on Indian Education Annual Report

State Advisory Council on Indian Education
Indian Education Report

Executive Summary

Background

In 1988, the State Board of Education adopted an Indian education policy to provide a process for identifying issues pertaining to the education of Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen member, State Advisory Council on Indian Education to serve as the mechanism for deliberating on and advocating for Indian students in North Carolina.

While the Council has no governance responsibilities, it serves as a mechanism for advising the SBE on issues pertaining to the education of Indian students in grades K-12. More specifically, House Bill 2560 charges the Council with the following duties:

- to advise the State Board of Education on effective educational practices for Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among Indian students;
- to advise the State Board of Education and the Department of Public Instruction on ways to improve coordination and communication for the benefit of Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations, and to conferees at the annual North Carolina Indian Unity Conference; and
- to advise the SBE on any other aspect of Indian education when requested by the State Board, educators, parents, students, business leaders and other constituents.

Council Membership

The composition of the Council ensures that multiple perspectives are raised and resolved in a procedural manner. The Department of Public Instruction provides assistance to the Council in carrying out its annual goals. A chairperson is elected to: 1) coordinate the annual meeting schedule, 2) ensure that annual goals are achieved, and 3) communicate with Indian communities on critical issues affecting Indian students in North Carolina public schools. The Council represents the following constituent groups:

• NC Legislature	one member appointed by the Senate President and another by the House Speaker
• UNC Board of Governors	two members representing institutions of higher education
• Local School Districts	ten Indian parents of students in grades K-12
• NC Commission of Indian Affairs	one representative from the Commission

Recommendations to the State Board of Education

In light of the information presented in this report, the State Advisory Council on Indian Education proposes the following recommendations for improving the education of American Indian students in North Carolina:

- Research on preparing teachers to teach culturally diverse student populations successfully shows a high correlation between educators' sensitivity, knowledge, and application of cultural awareness information and students' successful academic performance; therefore, the Council recommends the following:

  Teacher preparation programs increase attention to American Indian customs and perspectives including American Indian history, language, culture, and spiritual values.

- There is considerable evidence that the learning styles of some American Indian students differ from non-native students; therefore, the Council recommends the following:

  The Department of Public Instruction provide local school districts guidance in identifying and implementing model programs and strategies designed to help teachers become more aware of how their interactions with students determine students' level of participation and students' motivation to remain in school; and,

  The State Board of Education continue to support and provide additional resources to those local school districts that implement effective strategies that are research-based and aimed at reducing the dropout of American Indian students in grades 7 through 12.

- The involvement of American Indian parents in schools improves parental attitudes and behaviors and positively affects student achievement, motivation, self-esteem and behavior; therefore, the Council recommends the following:

  School improvement plans, specifically in local school districts serving significant numbers of American Indian students, include specific strategies to improve the involvement of American Indian parents. Strategies should include ongoing staff development for teachers to improve communication patterns with American Indian parents, parent education opportunities that address the changing needs as students progress through grades and ongoing outreach to parents with a focus on positive contacts with homes, rather than crisis intervention.

- A broad array of factors contribute to student learning—family characteristics, early childhood experiences, parenting practices, language ability, community characteristics, the quality of teaching, retention and attrition, school climate, educational technology. To be consistent with the Executive Order and the emphasis on developing a research agenda in Indian education, it is essential to consider what steps North Carolina can take to further understand and improve student learning for American Indian youth; therefore, the Council recommends the following:

  Active involvement of the newly formed section devoted to assisting schools with closing the achievement gap within the Department of Public Instruction in the work of the State Advisory Council on Indian Education; and,

As the State Board of Education continues its efforts to challenge all students to reach high levels of performance, the Council recommends the following as research priorities requiring further investigation and study as to their impact on the academic achievement and overall success of American Indian students:

Strategic Priority: High Student Performance

- What are effects of truancy/low attendance rates?
- Has the dropout rate for American Indian students increased or decreased as a result of graduation exams?
- Which school reform model works best for American Indian students?
- How will all American Indian students benefit academically and socially from the active use of teaching methods that employ varied learning styles?
- What would an "Indian" education model look like?
- What is the relationship between academic achievement and culture?
- What are the characteristics of American Indian students who do well in school?
- How many American Indian students have started and completed high school during the last ten years?
- What are effective practices for reducing the American Indian dropout rate or for serving those who have already dropped out?
- What are the factors contributing to the dropout rate among American Indians?
- What are effective practices for implementing culturally relevant curricula?
- Are there basic elements of a culturally relevant curriculum?
- What programs have demonstrated effectiveness in promoting maximum learning capacity for American Indian students?
- What is being done to develop and validate assessment instruments for use with American Indian students?
- Are there existing assessments and tests that are effective in accurately assessing American Indian students?
- What are the results of heritage immersion programs?
- What efforts have been made to compile previous research on American Indian students, including theses and dissertations?

Strategic Priority: Safe, Orderly, and Caring Schools

- To what extent do attitudes/behavior, self-esteem, gender issues affect education processes?
- How do the effects of history of internalized oppression affect teachers' and staff's ability to advance successful students' performance?
- What are the effective practices in maintaining high levels of self-esteem among American Indian students throughout their education? Furthermore, what support and/or counseling services are offered to American Indian students and do these services serve to decrease the dropout rate?
- Are drug and alcohol prevention programs successful in decreasing failure and drop out rates among American Indian populations and, if so, what are the characteristics of successful programs and interventions?
- How are the diversity and complexity of American Indian populations addressed in developing culturally sound standards?
- How does cultural discontinuity impact communication structures between students and teachers?
- How can we train school administrators to identify culturally insensitive teachers and practices that are detrimental to American Indians attending public schools?
- How can we improve the infrastructure of schools to provide students with a more comfortable learning environment?

Strategic Priority: Quality Teachers, Administrators, and Staff

- Does knowing American Indian learning/teaching styles improve quality of formal education?
- What kinds of teacher preparation positively affect the quality of teaching and learning for American Indian students in urban or rural areas?
- What are the knowledge and skills teachers of American Indian children should possess to achieve successful student outcomes?
- How are teachers who serve Indian children being prepared to teach?
- How is what teachers learn in teacher education programs (content) aligned with the needs of American Indian children who attend school?
- Do teacher education programs in colleges and universities provide effective training for teaching Indian children? How can teacher education programs become more effective in preparing teachers to teach Indian children?
- How can we collaborate with universities and community college systems to develop teacher preparation programs that foster cultural sensitivity, focus on tribal language development, and prepare teachers to meet the needs of culturally and linguistically diverse students?

- To what degree does the presence of American Indian teachers and administrative staff impact the success of Indian students?

- Does the cost of an education degree deter American Indian students from pursuing a career in teaching?

- How can we support and motivate teachers' aides or other members of the Indian community to enter teacher preparation programs?

- How can teachers develop fundamental skills such as reading and math using culturally relevant materials and methods?

Strategic Priority: Strong Family, Community, and Business Support

- How do we hold individuals, parents, families, and communities accountable?

- What factors are needed for a complete buy in [by parents, families, communities] to an education system?

- How can we distinguish if academic progress is impeded by cultural discontinuity in the classroom and social problems like poverty?

- Is it possible that unproductive communication structures between students and teachers are the result of social problems such as poverty? How can teachers distinguish between problems in communication that are related to cultural discontinuity and those that are related to fatigue and poor nourishment as caused by poverty?

- What are effective practices for ensuring that American Indian students feel comfortable in schools (especially when they constitute the minority) and how can administrators and teachers welcome their parents and elders into the school to share their knowledge?

- What are effective practices for involving parents in the education of their children and for empowering them to motivate and encourage their children?

- How frequently do American Indian parents observe their students in school?

- What do parents and other Indian people expect their children to know when they graduate from high school?

- How can we establish a network among tribal leaders, parent groups, schools, and school boards to share information on promising practices?

Strategic Priority: Technology for Learning and Communication

- How can intergovernmental partnerships work to address the need for tribal specific history and cultural awareness training for professionals who work with American Indian students?

Part One

Pathway for Strengthening Indian Education in North Carolina

Pathways to the 21st Century

PATHWAY FOR STRENGTHENING INDIAN EDUCATION IN NORTH CAROLINA

In August 1998, President Clinton signed *Executive Order 13096, American Indian and Alaska Native Education*. It stipulates that the federal government is committed to improving the academic performance and reducing the dropout rate of American Indian and Alaska Native students attending public schools and Bureau of Indian Affairs schools. The Executive Order sets forth six policy goals:

- Improve reading and mathematics;
- Increase high school completion and postsecondary attendance rates;
- Reduce the influence of long-standing factors that impede educational performance, such as poverty and substance abuse;
- Create strong, safe, and drug-free school environments;
- Improve science education; and
- Expand the use of educational technology.

Several activities have taken place federally in response to the Executive Order. A series of regional forums has been conducted throughout the nation to solicit input from educational policymakers, practitioners, researchers, and tribal leaders. The Office of Indian Education announced select schools and school districts for the program pilot sites and a research conference was held in May 2000 to present and discuss initial perspectives on the research agenda.

Likewise, in North Carolina, much effort and energy have been expended to develop programs and initiatives to improve the level of education among all children in the state. The ABCs of Public Education, actions taken to focus on raising standards and closing the academic achievement gaps that exist between white and minority students and various other initiatives and programs are reflective of North Carolina's comprehensive plan for improving the state's public schools. This plan and the catalyst for the state's education improvement efforts is the *ABCs Plus: North Carolina's Strategic Plan for Excellent Schools* which includes the state's strategic goals for promoting high student performance; safe, orderly and caring schools; quality teachers, administrators, and staff; strong family, community, and business support; and effective and efficient operations.

To be consistent with both national and state directions, Council members developed strategic priorities to serve as a pathway in strengthening Indian education in North Carolina. The goal was to create a guide for members of the Council, educators, families, and tribal communities and organizations to direct their work toward solutions to problems and issues in the public schools and improve education for the state's American Indian youth. The *Strategic Pathway* was developed acknowledging several guiding principles as an integral part of the philosophical paradigm shaping and directing our thoughts and actions:

GUIDING PRINCIPLES:

- The challenges and issues prevalent among American Indian communities and schools serving American Indian youth are complex. There is a broad array of factors that contribute to student learning—family characteristics, early childhood experiences, parenting practices, language ability, community characteristics, the quality of teaching, retention and attrition, school climate, educational technology. Parents, tribal organizations and communities have responsibility in helping American Indian students achieve the same challenging standards as all students.

- Without a path to follow, efforts will continue to be fragmented; sharing of information about promising practices will be limited and stories of our successes will remain untold.

- If there is to be a concerted effort toward an alignment in national and state education priorities, there must be stability and continuity in local community and education leadership.

- Parents and tribal communities and organizations can assist teachers in learning about the American Indian community and the unique educational and culturally related academic needs of American Indian students.

- If we cannot begin to see and understand the differences that exist among American Indian students and the dominant culture, we cannot value the students' identity and uniqueness.

- American Indian students who are first grounded in their culture exhibit fewer at risk behaviors such an academic difficulty, social, emotional, and psychological problems.

- Respecting what others value and do is a way to help them develop both the self-esteem and feelings of integrity that will enhance their learning.

- Tribes, communities, parents, schools, teachers and students share responsibility in helping students to be successful in both the Indian world and society at large. This responsibility must be consciously acted on to enable students to live hopeful and purposeful lives.

It is our goal that American Indians in North Carolina are "first" in educational gains. The Council believes strongly that this can be accomplished by the creation of partnerships within our communities and schools that join forces to ensure that the heritage of Indian children is valued and sustained through education. The beginning of the new millennium provides an opportunity to bring together what we know about the education of indigenous people, and to advance those ideas and practices that contribute to strengthening education opportunities for our American Indian youth.

State Advisory Council on Indian Education

Strategic Pathway for Strengthening Indian Education in North Carolina

Mission Statement: The State Advisory Council on Indian Education will create a system that will involve parents and the community to provide educational and cultural opportunities with high levels of expectations of accountability in areas of American Indian student achievement.

Strategic Priority: High Student Performance

Strategic Goals

Goal 1: American Indian students will have access to native language and dialect opportunities.

Goal 2: American Indian students will have access to early childhood readiness opportunities that provide social, physical, spiritual, emotional, mental and cultural foundations for school.

Goal 3: American Indian students will master essential knowledge and skills (reading, math and writing) which are necessary for an educated citizenry.

Goal 4: American Indian students will graduate from high school and pursue post secondary education.

Strategic Priority: Safe, Orderly, and Caring Schools

Strategic Goals

Goal 1: American Indian students will attend schools that provide a healthy learning environment free of alcohol and other drugs.

Goal 2: American Indian students will attend safe school facilities in an environment conducive to high student performance.

Goal 3: American Indian students will learn in environments that reflect mutual respect of students, school personnel, administrators, parents and elders.

Strategic Priority: Quality Teachers, Administrators, and Staff

Strategic Goals

Goal 1: American Indian students will benefit from quality professional and standards regarding effective culturally sensitive instruction, tribal cultural knowledge, and academic content knowledge

Goal 2: American Indian students will benefit from quality instruction conducive to diverse learning styles of American Indian students.

Goal 3: American Indian students will benefit from a system designed to better recruit, retain, and compensate effective American Indian teachers, administrators, and staff.

Strategic Priority: Strong Family, Community, and Business Support

Strategic Goals

Goal 1: American Indian students, parents, tribal communities will be informed on issues impacting students and families.

Goal 2: American Indian students will benefit from a quality comprehensive and aligned system of support for the academic success and general well-being of American Indian children that promotes:

- Meaningful parental and tribal involvement in schools
- Interagency collaboration health, social services, alcohol and other drug services
- Tribal, state and local partnerships

Strategic Priority: Technology for Learning and Communication

Strategic Goals

Goal 1: American Indian students will have access to computer technology and programs for computer literacy leading to career opportunities.

Goal 2: American Indian students will benefit from a system designed for sharing information through technology to parents, the community and tribal organizations.

NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

11-15-00

Part Two

Student Achievement Data

Pathways to the 21st Century

ABCs of Public Education

In 1995, members of the General Assembly looked at public schools in North Carolina and found that many improvements had taken place, but that change was not fast enough to meet the demands of the workplace and of higher education. Legislators passed a law that directed the State Board of Education to "examine the structure and functions of the state public school system with a view to improving student performance, to increasing local flexibility and control, and promoting economy and efficiency." In response to that mandate, the State Board of Education developed the *ABCs of Public Education.*

The ABCs is a comprehensive plan to reorganize public schools in North Carolina around three goals of strong **accountability**, an emphasis on the **basics** and high educational standards and on providing schools and school districts with as much **local control** over their work as possible. Schools that teach kindergarten through eighth grade students began participating fully in the program in 1996-97. High schools became participants in 1997-98.

Student Accountability Standards

Student Accountability Standards are the next level of accountability in the ABCs. The ABCs moved accountability from the district to the school level; the Student Accountability Standards bring a new level of accountability, or responsibility, to each student and parent.

In 1997, the General Assembly directed the State Board of Education to "develop a plan to implement high school exit exams, grade-level student proficiency benchmarks, student proficiency benchmarks for academic courses required for admission to constituent institutions of the University of North Carolina, and student proficiency benchmarks for the knowledge and skills necessary to enter the workforce." The State Board's plan includes the grade levels for the benchmarks and standards for student accountability. The State Board relied heavily on the work of the Committee on Standards and Accountability, a committee established by the General Assembly, to advise the Board on student performance standards, and the former Commission on Standards and Accountability. In addition to the work of the State Board, the Committee and the Department of Public Instruction, teachers, parents, principals, students, education associations and organizations, business leaders and many others who are concerned about student performance were involved in the creation of these standards. The State Board voted to approve the Student Accountability Standards in April, 1999.

The new standards, also called gateways, for promotion in grades 3, 5, and 8 will ensure that students are working at grade level in reading, writing and mathematics before being promoted to the next grade. For high school graduation, students will need a passing score on a new exit exam of essential skills. Students who do not meet the standards will receive timely help as soon as they have difficulty with their school work—not at the end of the year when time and options are running out.

The New High School Exit Exam

In 1997 the General Assembly directed the State Board of Education to develop a high school exit exam for all students graduating from high school. Passing the exit exam is another way for graduates to demonstrate to employers and others that a high school diploma is a meaningful accomplishment. For the past several years, North Carolina has increased requirements for high school graduation by requiring Algebra I for all graduates, eliminating the general track and strengthening courses.

Although North Carolina students today are used to taking end-of-grade and end-of-course tests from the third grade on up, the high school exam will be different in the quality and tone of questions. As a test that measures students' learning throughout their school careers, the exit exam will not be based on the recall of facts, but on how well students apply and use the information and skills they have been building during their years in school.

The best way to prepare for the exit exam is to take school work seriously, to read often and to take challenging courses. Unlike previous tests required for high school graduation, such as the NC Competency Test, first given in the late 1970s, this exit exam will be rooted firmly in the North Carolina Standard Course of Study. It is designed to ensure that a student who passes the exam has the essential knowledge and skills needed to be successful at the next level of education or at work. The exit exam will measure how well students:

- communicate through reading and writing;
- process and use information from a variety of sources;
- solve problems; and
- use numbers and data.

The Gateways

Gateway 1 – Grade 3
In addition to meeting local promotion requirements, students in grade 3 shall demonstrate proficiency by having test scores at Level III or above on end-of-grade tests in both reading and mathematics. Students scoring at Level III or above and meeting all local promotion requirements shall be promoted to grade 4 unless determined otherwise by the school principal, in consultation with teacher(s).

The effective date is 2001-02.

Gateway 2 – Grade 5
In addition to meeting local promotion requirements, students in grade 5 shall demonstrate proficiency by having test scores at Level III or above on end-of-grade tests in both reading and mathematics. Additionally, the grade 4 writing assessment shall be used as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 4 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 5 to determine if students have made adequate progress in order to be promoted to grade 6.

Students scoring at Level III or above on reading and mathematics, meeting all local promotion standards, and making adequate progress in writing shall be promoted to grade 6, unless determined otherwise by the school principal, in consultation with teacher(s).

The effective date is 2000-01.

Gateway 3 – Grade 8
In addition to meeting local promotion requirements, students in grade 8 shall demonstrate proficiency by having test scores at Level III or above on an end-of-grade test in both reading and mathematics. Additionally, the grade 7 writing assessment shall be used as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 7 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 8 to determine if students have made adequate progress to be promoted to grade 9.

Students scoring at Level III or above on reading and mathematics, meeting all local promotion standards, and making adequate progress in writing shall be promoted to grade 9 unless determined otherwise by the school principal, in consultation with teacher(s).

The effective date is 2001-02.

Gateway 4 – High School
Students shall meet the following requirements to receive a North Carolina high school diploma.

1. Existing local and state graduation requirements

2. A passing score on an exit exam of essential skills. Students shall take this exam in the spring of the students' 11th grade year

   (Effective date: Graduating Class of 2005).

3. A passing score on computer skills test

   (Effective date: Graduating Class of 2001).

2000-2001 North Carolina Testing Program

The information below enumerates all state tests required under the 2000-2001 North Carolina Testing Program. State tests included in the ABCs Accountability Program are noted with an asterisk (*).

North Carolina Alternate Assessment at Grades 3-8 and Grade 10

NC Alternate Assessment Portfolio (NCAAP)

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 require all states to develop alternate assessments for students with disabilities for whom the standard statewide assessment program is not appropriate. North Carolina has developed an alternate assessment for students who do not participate in the administration of statewide tests at grades 3-8 and grade 10. The IEP team determines whether the student is to participate in the (1) statewide test administrations under standard conditions or with accommodations or (3) the North Carolina Alternate Assessment Portfolio (NCAAP).

The eligibility requirements for students with disabilities to participate in the NCAAP are as follows:

a. The student must have a disability and a current IEP.
b. The student must be in membership at grades 3-8 or grade 10 in the student information management system (e.g., SIMS and NCWISE).
c. The student must have a serious cognitive deficit.
d. The student's program of study focuses on functional/life skills as extensions of the North Carolina Standard Course of Study.

The purpose of this assessment is to measure student performance and progress on the goals specified in the Individualized Education Program (IEP). The portfolio requires the collection of evidences reflecting student work throughout the school year. The results of student performance reflected in the portfolio are placed on a scale that denotes student progress during the year.

North Carolina Testing Program, Grades 3-8

NC Pretest—Grade 3*

The North Carolina Pretest—Grade 3 is a multiple-choice reading and mathematics test. It is administered to students at the beginning (within the first three weeks of school) of grade 3. The grade 3 pretest measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina Standard Course of Study. This pretest provides pre-scores for students at the beginning of grade 3 for the ABCs accountability program. Grade 3 pre-scores are necessary to provide pre-data for the growth analysis for students at the end of grade 3.

NC End-of-Grade Tests* (Grades 3-8)

The end-of-grade tests are curriculum-based multiple-choice standardized achievement tests that measure the achievement of curricular competencies described in the North Carolina Standard Course of Study. The tests and curricular competencies have a strong emphasis on the application of knowledge and skills. The curricular competencies measured by end-of-grade tests are closely aligned with national curriculum standards.
End-of-grade tests are administered to all eligible students in grades 3-8 within the final three weeks of school. (continued)

NC End-of-Grade Tests—Reading Comprehension. These tests assess reading by having students read authentic passages and then answer questions directly related to the passages. Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of passages and questions. Passages selected for the reading tests are chosen to reflect reading for various purposes: literary experience, gaining information, and performing a task.

NC End-of-Grade Tests—Mathematics. These tests assess students' achievement in the four strands of the mathematics curriculum: (1) Number Sense, Numeration, and Numerical Operations; (2) Spatial Sense, Measurement, and Geometry; (3) Patterns, Relationships, and Functions; and (4) Statistics, Probability, and Discrete Mathematics. The tests contain two parts: calculator inactive and calculator active. Students may use a ruler (grades 3-8) and a protractor (grades 5-8 only) during both parts of the test. Students may use a calculator during the calculator active part of the test only (grades 3-8).

NC Writing Assessment* (Grades 4 and 7)

The North Carolina Writing Assessment measures written expression (composing) skills, such as main idea, supportive details, organization, coherence, and the application of grammatical conventions. Students in grade 4 write a narrative essay that may be personal or imaginative. Students in grade 7 write an expository (clarification or point-of-view) essay. This assessment, which consists of one writing prompt at each grade, is administered statewide on one test date designated by the NCDPI.

NC Open-Ended Assessment (Grades 4 and 8)

The North Carolina Open-Ended Assessment broadly measures curricular goals and commonly requires integration of knowledge and skills from more than one curricular goal or objective. Students must generate responses by writing out their thoughts. Students are required to analyze, explain, apply, interpret, and evaluate information in response to tasks set forth by the assessment items. Responses are scored using a rubric scale that varies depending upon the complexity of the task. This assessment consists of 12 items that are thematically linked (six reading and six mathematics) at each grade level and is administered statewide on one NCDPI-established date.

NC Tests of Computer Skills*

The North Carolina Tests of Computer Skills assess the K-8 component of the computer skills curriculum. The assessment consists of a multiple-choice test and a performance test. The tests are administered initially to all students at grade 8. The testing dates are locally established within the NCDPI-designated testing window. Each student not meeting the standard has additional opportunities to retake the test(s) throughout their high school career (a maximum of one test administration date in the fall, one in the spring, and one in the summer). Seniors who have not met the proficiency standard have an additional opportunity to take the test(s) during the last month prior to graduation.

Computer Proficiency Requirements. Students who entered the eighth grade during or after the 1996-97 school year (class of 2001) must demonstrate computer skills proficiency as a requirement for graduation. The revised standard for students who entered the eighth grade from 1996-1997 through 1999-2000 (effective July 1, 1997) is a multiple-choice scale score of at least 47 and a performance scale score of at least 49.

For students who begin grade 8 in the school year 2000-2001 and beyond, the standard-setting process is underway after an analysis of the data from the equating study conducted in fall 2000.

Students tested during grade 8 who do not meet the proficiency standard are to be retested during subsequent years on the test(s) (i.e., performance and/or multiple-choice) that they did not pass. According to State Board of Education policy, some students with disabilities may demonstrate computer skills proficiency through the use of the computer skills portfolio accommodation if documented in the students' IEP.

NC Norm-Referenced Testing Program

The North Carolina Norm-Referenced Testing Program, which was authorized by the North Carolina General Assembly and the State Board of Education, permits the comparison of academic achievement of a representative sample of North Carolina fifth- and eighth-graders with that of other fifth- and eighth-graders across the nation in the subject areas of reading, mathematics, and language. In 1992, the State Board of Education adopted the *Iowa Tests of Basic Skill, Form K Survey Battery (ITBS)* as the most appropriate nationally-normed test series for use in this testing program. The *ITBS* is administered annually to a representative sample of North Carolina's fifth- and eighth-graders during the last two weeks of April. The results from the current form of the *ITBS* provide information on the educational status of students in North Carolina relative to 1995 national norms.

North Carolina Testing Program, Grades 9-12

NC Competency Tests*

The North Carolina Competency Tests are multiple-choice tests that all students must pass in order to receive a North Carolina high school diploma (unless a student with a disability is following the Occupational Course of Study).

Competency Requirements. Students who entered the ninth grade during or after the 1994-95 school year must meet a more rigorous competency standard (North Carolina Competency Tests of Reading and Mathematics). The standard is equivalent to Level III on the eighth-grade reading and mathematics end-of-grade tests (i.e., 156 scale score or above for reading; 165 scale score or above for mathematics). Students who do not demonstrate performance at Level III or above on the end-of-grade tests at the end of grade 8 must pass the competency tests in order to meet the graduation requirement. These competency tests are equivalent forms of the end-of-grade tests at grade 8. Information regarding the content of the reading test is located in the end-of-grade tests section of this publication.

The competency mathematics test must measure the North Carolina *Standard Course of Study* goals and objectives presented to students during eighth-grade instruction. As a result, the 2000-2001 competency mathematics test continues to measure the goals and objectives in use prior to the revised 1998 mathematics curriculum. The test measures the following seven strands: (1) numeration, (2) geometry, (3) patterns and pre-algebra, (4) measurement, (5) problem solving, (6) data analysis and statistics, and (7) computation. The competency mathematics test contains two parts, a computation section and an applications section. Students may use a ruler, protractor, and calculator for the applications section *only.*

Students who entered the ninth grade prior to the 1994-95 school year must pass the North Carolina Minimum Competency Tests in reading, mathematics, and writing objective to meet the competency graduation requirement.

NC High School Comprehensive Test*

The North Carolina High School Comprehensive Test is a multiple-choice test designed to assess the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test is used to measure student growth in achievement in reading and mathematics since completing grade 8. The test was administered initially in 1997-98 to all students in grade 10 within the last three weeks of April.

NC High School Comprehensive Test—Reading. The reading part of the test assesses a student's ability to read, understand, and critically analyze printed material. The test measures the reading competencies of the English Language Arts curriculum that students should have mastered by the end of grade 10. Reading is assessed in the same manner as the end-of-grade test of reading comprehension and is similar to the Textual Analysis part of the English I end-of-course test. The curriculum specifications were officially adopted by the State Board of Education and are included in the Teacher Handbook. (continued)

NC High School Comprehensive Test—Mathematics. The mathematics part of the test assesses a student's ability to apply mathematical knowledge to solve real-world problems. The curriculum specifications, presented to the State Board of Education as part of the North Carolina Mathematics Framework (K-12), form the basis of the test. The framework consists of three competencies—(1) problem-solving, (2) reasoning, and (3) communication—and four content strands—(1) number sense, numeration, and numerical operations; (2) spatial sense, measurement, and geometry; (3) patterns, relationships, and functions; and (4) statistics, probability, and discrete mathematics. Students are allowed to use rulers, protractors, and calculators. The minimum requirement for calculator use is the graphing calculator.

NC End-of-Course Tests*

The North Carolina End-of-Course Tests are designed to assess the competencies defined by the North Carolina *Standard Course of Study* for each course. All end-of-course tests are curriculum-based multiple-choice standardized achievement tests with the exception of the English II writing test. The end-of-course tests, with the exception of English II, are administered within the final ten days (or the equivalent for alternative schedules) of the school term when and where the courses are taught. The English II test, also curriculum-based, consists of one writing prompt and is administered statewide on one NCDPI-established date after approximately two-thirds of the instructional time has been provided. State Board of Education policy states that beginning with the 2000-2001 school year the end-of-course test results must count 25 percent of a student's final course grade for the following courses: Algebra I; Biology; Economic, Legal, and Political Systems; English I; and US History.

NC Test of Algebra I. This test (revised effective with the 2000-2001 school year) assesses the study of algebraic concepts including (1) operations with real numbers and polynomials, (2) relations and functions, (3) creation and application of linear functions and relations, and (4) introduction to nonlinear functions. The minimum requirement for calculator use is a graphing calculator. Beginning with the 2000-2001 school year, the entire Algebra I test will be calculator-active.

NC Test of Algebra II. This test (revised effective with the 2000-2001 school year) assesses advanced algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. The minimum requirement for calculator use is the graphing calculator.

NC Test of Biology. This test assesses the eight goals of the biology curriculum (except Goal 4: Attitudes Towards Science). Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

NC Test of Chemistry. This test assesses the chemistry curriculum (except Goal 4: Attitudes Towards Science). Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. The expectation is that students will have access to at least a scientific calculator during the test administration.

NC Test of Economic, Legal, and Political Systems (ELPS). This test assesses the economic, legal, and political systems curriculum. Goals include understanding the function and importance of the North Carolina and United States Constitution; knowing the features of the economic system of the United States and factors that influence the economy; and understanding why laws are needed and how they are enacted, implemented, and enforced.

NC Test of English I. This test assesses three strands of the English language arts curriculum (reading, viewing and writing). Tasks include editing/revising for conventions and textual analysis. Editing and revising are presented as peer editing of short student essays. Students are required to edit for sentence formation, usage, mechanics, and spelling. For textual analysis, students read several passages from various genres, including literary, informational, and practical texts. Based on the reading passages, students answer questions which focus on the application of literary terms and techniques.

NC Test of English II. This test assesses the students' mastery of the writing strands as well as the textual analysis strand of the English language arts curriculum. Students produce an essay that is scored for composing skills (main idea, supporting details, organization, and coherence) as applied to a literary analysis of a literary work of world literature other than United States or Britain. The assessment also measures the students' skills in sentence formation, usage, grammar, and spelling.

NC Test of Geometry. This test (revised effective with the 2000-2001 school year) assesses geometric concepts building upon middle school topics. Students move from an inductive approach to deductive methods of proof in the study of geometric figures. The minimum requirement for calculator use is the scientific calculator.

NC Test of U. S. History. This test assesses the U.S. History curriculum. Students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

NC Test of Physical Science. This test assesses the entire physical science curriculum (except Goal 4: Attitudes Towards Science). Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. Students are expected to have access to at least a scientific calculator during the test administration.

NC Test of Physics. This test assesses the physics curriculum (except Goal 4: Attitudes Towards Science). Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. Students are expected to have access to at least a scientific calculator during the test administration.

An Analysis of Achievement: American Indian Students in North Carolina

A primary purpose of this report is to provide state and system-level results for the end-of-grade (EOG) and end-of-course (EOC) tests administered to American Indian students during the years 1998, 1999, and 2000. Each year EOG and EOC test are administered to more than one million students in grades 3 through 12 in North Carolina. **It should be noted that data reflects the seventeen local school districts that receive Title IX federal funding. An (*) asterisk appears when the number of American Indian students tested are statistically insignificant.**

The numbers and percentages of students scoring as proficient in the following tables are based on the numbers and percentages of American Indian students scoring at or above Achievement Level III on the EOG and EOC tests as compared to all students in the state. The EOC tests for Algebra II, Physics, Chemistry, Geometry and Physical Science were included in the state accountability model effective the 1998-99 school year; therefore, tables also reflect the numbers and percentages of American Indian students scoring proficient in 1999 and 2000. The following observations are relative to statewide results:

- The performance of American Indian students in North Carolina as measured by the end-of-grade tests in reading and mathematics continues to improve slightly in grades 3-8 with 56.3 percent of American Indian students scoring at or above Level III in 2000.

- For each cohort of students, beginning in 1998 and moving through 2000, there are increases in the percentage points demonstrated by the students on the EOG tests in the areas of reading and mathematics. Despite some decreases in performance in mathematics from 1999, the cohorts of students in 2000 continue to demonstrate performance gains when compared to their performance in 1998.

- While it is accurate to report that the performance of American Indian students in grades 3 through 8 is consistently improving in the areas of reading and mathematics, it is also accurate to report these students continue to perform considerably lower than the aggregate of comparable students in North Carolina for the year 2000. The range of differences in scores is from a low of 3.9% in 4th grade mathematics EOG to a high of 16.5% in 6th grade reading EOG. The achievement gap continues to exist.

- Gains among American Indian students were demonstrated on the English I EOC test only. Improvements were not as significant as the gains shown in the EOG tests for grades 3 through 8.

- For advanced high school courses, (i.e., Algebra II, Chemistry, Geometry, Physics) American Indians made significant gains on all examinations.

- While the performance of American Indian students has shown improvement on the EOC tests, the percent of American Indian students demonstrating proficiency on the ten high school EOC examinations continues to lag behind comparable students in the state in all areas. The results of American Indian students on the Algebra I EOC examination is closest to the performance of comparable students with 16.8 percentage points difference. The difference in the EOC results for American Indian students as compared to other high school students is greatest in the area of ELP, 25.4 percentage points. The range of difference in EOC results for American Indian students as compared to other high school students enrolled in advanced high school courses is from a low of 22.2 % in Chemistry to a high of 27% in Physics. Once again, the achievement gap is present.

STATE (ALL STUDENTS) SUMMARY DATA
EOG/EOC Tests
Reading at or above Grade Level

	1998		1999		2000	
Grade	**AI**	**State**	**AI**	**State**	**AI**	**State**
3	57.6	71.6	64.3	73.6	62.6	74.4
4	52.8	70.9	60.0	71.4	61.2	72.1
5	66.1	75.2	59.3	75.8	65.1	79.1
6	55.9	70.0	58.8	72.3	53.0	69.5
7	55.4	71.1	61.9	76.6	61.5	76.4
8	64.5	79.5	66.6	79.9	73.8	82.5

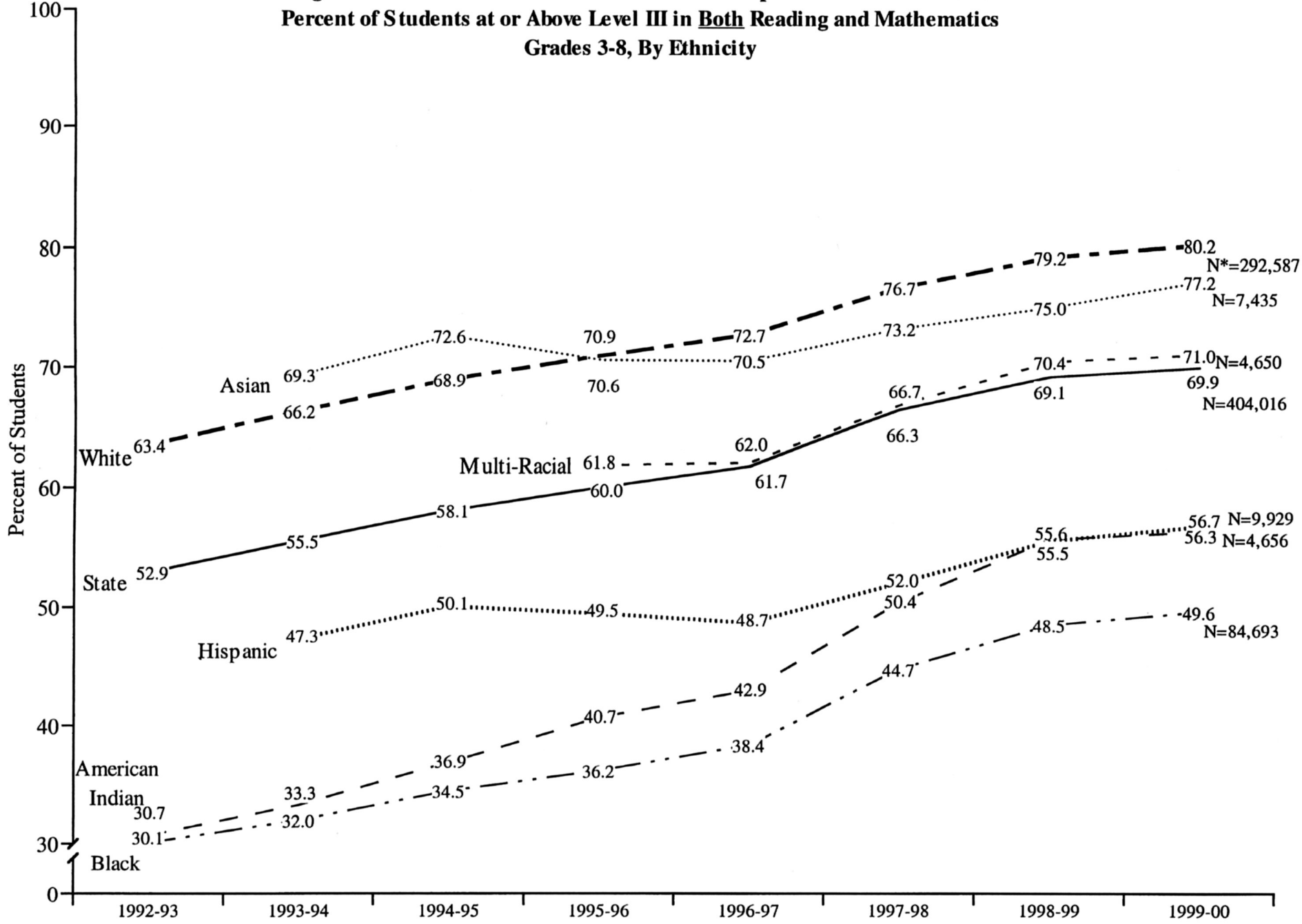
EOG Tests
Mathematics at or Above Grade Level

	1998		1999		2000	
Grade	**AI**	**State**	**AI**	**State**	**AI**	**State**
3	57.0	68.2	63.5	70.0	63.3	71.8
4	67.4	79.3	76.6	82.7	80.5	84.4
5	66.5	78.1	70.5	82.4	71.9	82.9
6	72.1	78.3	74.2	81.1	70.2	81.0
7	68.5	76.9	76.1	82.4	72.7	80.7
8	65.9	76.4	68.7	77.6	74.7	80.6

EOC Tests
At or Above Achievement Level III

	1998		1999		2000	
Subject	**AI**	**State**	**AI**	**State**	**AI**	**State**
Alg. 1	49.9	61.6	54.4	65.4	52.1	68.9
Bio.	42.4	59.0	44.2	57.7	36.6	57.6
ELP	48.9	66.9	46.8	67.4	41.9	67.3
Eng. 1	33.3	58.5	46.4	64.6	48.3	68.4
US His.	27.9	49.6	29.5	51.0	27.4	46.9
Algebra II			34.2	59.0	37.3	62.7
Chemistry			37.5	60.4	39.8	62.0
Geometry			30.9	58.3	37.6	60.0
Physics			36.1	72.1	45.9	72.9
Phy. Science			34.2	55.6	32.4	57.1

Figure 9. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, By Ethnicity



Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable.
Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
Data received from LEAs after September 14, 2000 are not included in this figure.

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

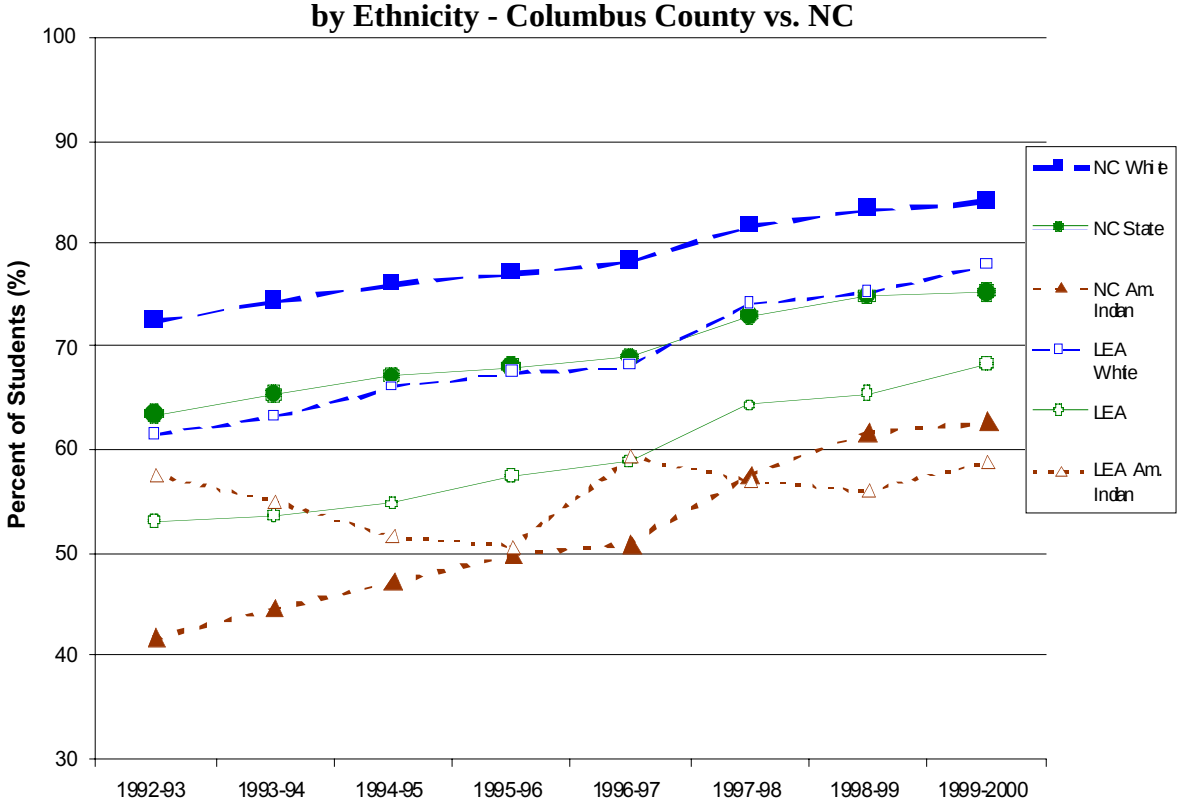
EOG	COLUMBUS COUNTY								Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	54.8	43.0	41.4	61.8	58.0	64.5	71.6	73.6	74.4
	N Tested	31	32	29	539	565	538	98304	100415	101064
4	% Grade Level	50.0	62.0	54.5	63.1	63.0	59.3	70.9	71.4	72.1
	N Tested	28	32	33	526	503	535	93947	97914	99451
5	% Grade Level	65.5	60.0	75.8	70.7	67.0	74.9	75.2	75.8	79.1
	N Tested	29	30	33	523	521	491	91412	94807	98099
6	% Grade Level	53.1	54.0	51.9	57.2	63.0	62.6	70.0	72.3	69.5
	N Tested	32	31	27	563	541	546	91369	93607	96489
7	% Grade Level	52.9	61.0	60.0	59.3	68.0	71.6	71.1	76.6	76.4
	N Tested	34	31	35	580	554	545	91154	91872	94031
8	% Grade Level	67.9	54.0	67.7	73.6	71.0	77.4	79.5	79.9	82.5
	N Tested	28	33	31	588	553	539	87669	90331	90984

EOG	COLUMBUS COUNTY								Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	62.5	56.0	62.1	61.5	61.0	68.8	68.2	70.0	71.8
	N Tested	31	32	29	539	567	539	98759	100911	101572
4	% Grade Level	64.2	75.0	78.8	76.7	80.0	80.2	79.3	82.7	84.4
	N Tested	28	32	33	526	505	540	94339	98393	99990
5	% Grade Level	65.5	66.0	66.7	74.6	80.0	79.1	78.1	82.4	82.9
	N Tested	29	30	33	523	525	492	91775	95258	98558
6	% Grade Level	68.8	67.0	55.6	70.5	75.0	76.1	78.3	81.1	81.0
	N Tested	32	31	27	563	543	547	91501	93841	96708
7	% Grade Level	47.1	68.0	80.0	68.8	75.0	80.4	76.9	82.4	80.7
	N Tested	34	32	35	580	555	546	91255	92000	94124
8	% Grade Level	71.4	66.0	87.1	72.8	73.0	77.3	76.4	77.6	80.6
	N Tested	28	33	31	588	553	538	87745	90397	91053

EOC	COLUMBUS COUNTY								High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	48.9	56.7	45.5	46.6	54.1	63.9	61.6	65.4	68.9
	N Tested	45	30	11	686	754	510	82881	87449	90109
Biology	% Grade Level	44.4	36.4	66.7	33.6	46.1	42.5	59.0	57.7	57.6
	N Tested	27	11	21	131	401	492	78497	76950	80549
ELP	% Grade Level	68.4	61.3	65.0	64.1	62.8	63.2	66.9	67.4	67.3
	N Tested	19	31	20	498	521	497	77225	77740	78992
English I	% Grade Level	47.2	51.9	41.7	56.3	56.1	58.5	60.7	64.6	68.4
	N Tested	36	27	36	535	533	586	88025	89775	93434
US History	% Grade Level	52.0	33.3	48.3	40.0	37.2	43.5	49.6	51.0	46.9
	N Tested	25	18	29	422	441	469	68004	69701	70930
Algebra II	% Grade Level		35.3	42.1		50.4	39.5		59.0	62.7
	N Tested		17	19		256	299		48957	52451
Physics	% Grade Level		66.7	100.0		79.4	58.1		72.1	72.9
	N Tested		3	1		34	31		11223	11429
Chemistry	% Grade Level		20.0	22.2		36.4	47.7		60.4	62.0
	N Tested		5	9		165	216		41262	42605
Geometry	% Grade Level		33.3	26.1		34.9	39.6		58.3	60.0
	N Tested		27	23		312	407		60413	64572
Phys.Science	% Grade Level		66.7	0		45.5	53.4		55.6	57.1
	N Tested		21	1		209	73		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

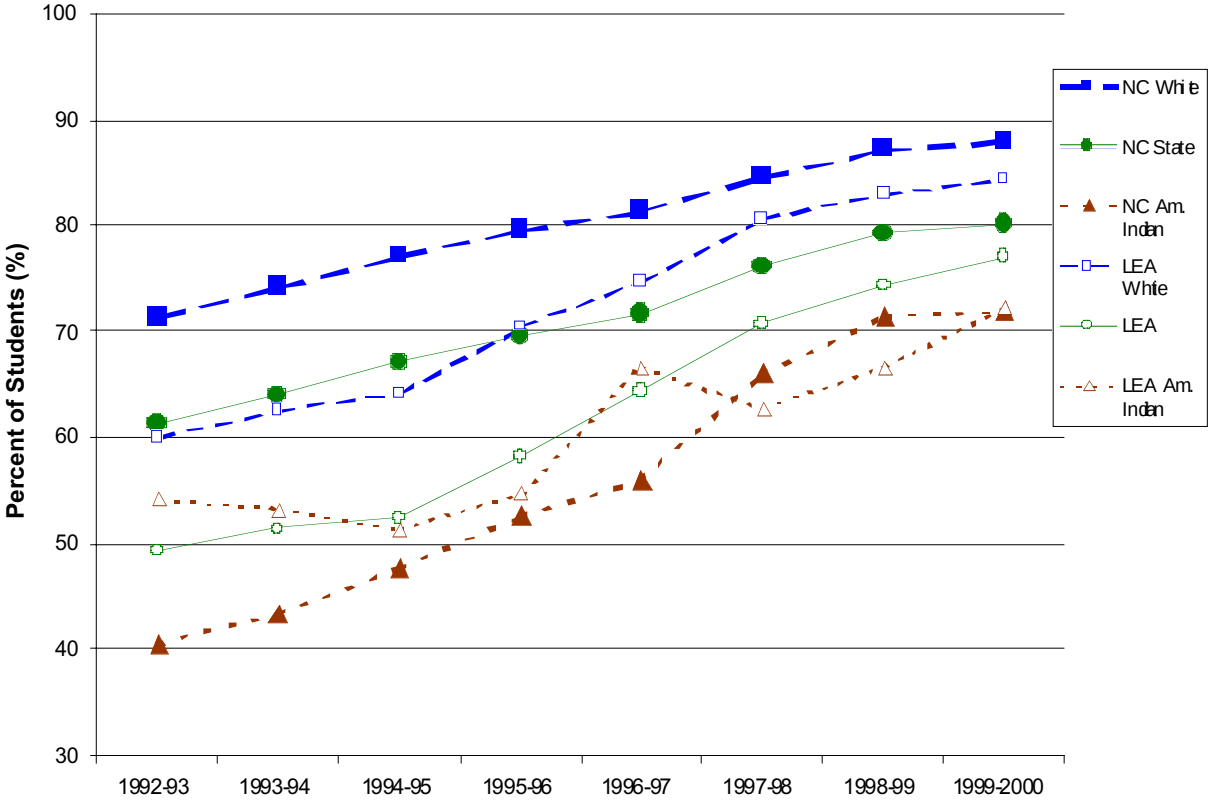
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Columbus County vs. NC



240

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Columbus County vs. NC



240

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

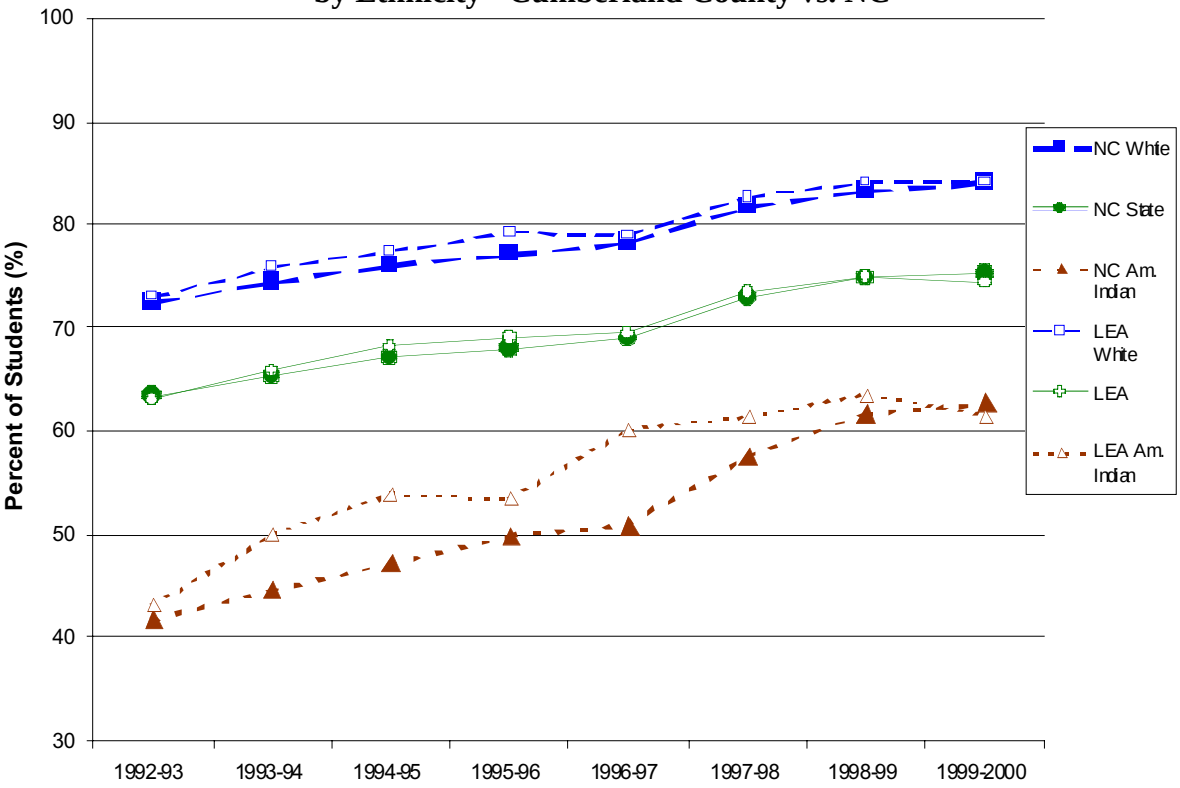
EOG	CUMBERLAND COUNTY								Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	53.4	66.0	59.4	70.2	74.0	71.1	71.6	73.6	74.4
	N Tested	73	60	69	4202	4219	4022	98304	100415	101064
4	% Grade Level	51.6	61.0	61.4	72.6	70.0	70.1	70.9	71.4	72.1
	N Tested	62	68	57	3988	4013	4037	93947	97914	99451
5	% Grade Level	63.8	54.0	64.5	94.8	78.0	78.6	75.2	75.8	79.1
	N Tested	58	64	76	3910	3882	3885	91412	94807	98099
6	% Grade Level	58.1	69.0	47.1	70.6	73.0	71.0	70.0	72.3	69.5
	N Tested	74	65	68	3986	3822	3884	91369	93607	96489
7	% Grade Level	59.7	63.0	64.1	73.1	76.0	73.8	71.1	76.6	76.4
	N Tested	72	82	64	3816	3915	3861	91154	91872	94031
8	% Grade Level	80.0	66.0	71.4	80.2	77.0	81.4	79.5	79.9	82.5
	N Tested	75	63	77	3638	3707	3885	87669	90331	90984

EOG	CUMBERLAND COUNTY								Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	56.1	65.0	63.8	68.1	69.0	67.3	68.2	70.0	71.8
	N Tested	73	60	69	4202	4222	4022	98759	100911	101572
4	% Grade Level	71.0	79.0	82.5	80.1	82.0	82.1	79.3	82.7	84.4
	N Tested	62	68	57	3988	4019	4042	94339	98393	99990
5	% Grade Level	69.0	68.0	77.6	77.2	83.0	83.0	78.1	82.4	82.9
	N Tested	58	64	76	3910	3891	3893	91775	95258	98558
6	% Grade Level	73.0	71.0	61.8	76.8	78.0	78.4	78.3	81.1	81.0
	N Tested	74	64	68	3986	3827	3883	91501	93841	96708
7	% Grade Level	65.3	72.0	67.2	73.0	80.0	75.6	76.9	82.4	80.7
	N Tested	72	83	64	3816	3916	3863	91255	92000	94124
8	% Grade Level	53.3	58.0	71.4	71.5	68.0	75.0	76.4	77.6	80.6
	N Tested	75	63	77	3638	3716	3888	87745	90397	91053

EOC	CUMBERLAND COUNTY								High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	50.0	44.4	60.6	49.7	52.9	54.9	61.6	65.4	68.9
	N Tested	46	63	66	3194	3437	3651	82881	87449	90109
Biology	% Grade Level	45.7	41.2	36.1	54.5	48.5	50.2	59.0	57.7	57.6
	N Tested	46	68	61	3073	3227	3352	78497	76950	80549
ELP	% Grade Level	58.0	48.1	59.2	66.4	64.4	64.7	66.9	67.4	67.3
	N Tested	81	77	76	4061	3872	3943	77225	77740	78992
English I	% Grade Level	48.7	47.6	50.7	61.3	64.1	66.4	60.7	64.6	68.4
	N Tested	78	82	73	3744	3807	3978	88025	89775	93434
US History	% Grade Level	51.3	50.0	34.5	49.9	49.2	41.2	49.6	51.0	46.9
	N Tested	39	46	55	2693	2859	3080	68004	69701	70930
Algebra II	% Grade Level		66.7	34.3		38.0	42.7		59.0	62.7
	N Tested		24	35		2220	2262		48957	52451
Physics	% Grade Level		100.0	100.0		59.2	60.2		72.1	72.9
	N Tested		1	1		304	420		11223	11429
Chemistry	% Grade Level		50.0	52.9		54.3	51.9		60.4	62.0
	N Tested		20	17		1518	1593		41262	42605
Geometry	% Grade Level		41.9	36.5		43.8	39.0		58.3	60.0
	N Tested		43	52		2679	2948		60413	64572
Phys.Science	% Grade Level		38.9	49.2		45.2	44.1		55.6	57.1
	N Tested		54	63		3103	3136		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

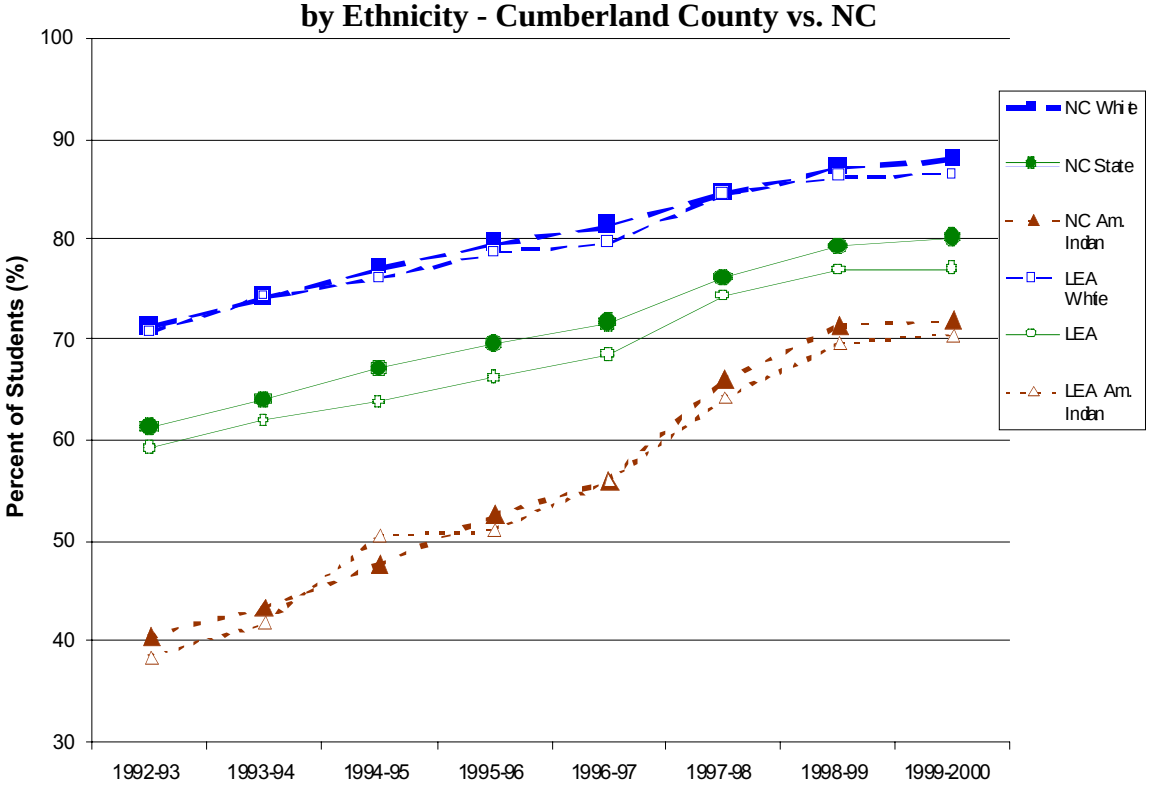
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Cumberland County vs. NC



260

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Cumberland County vs. NC



260

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

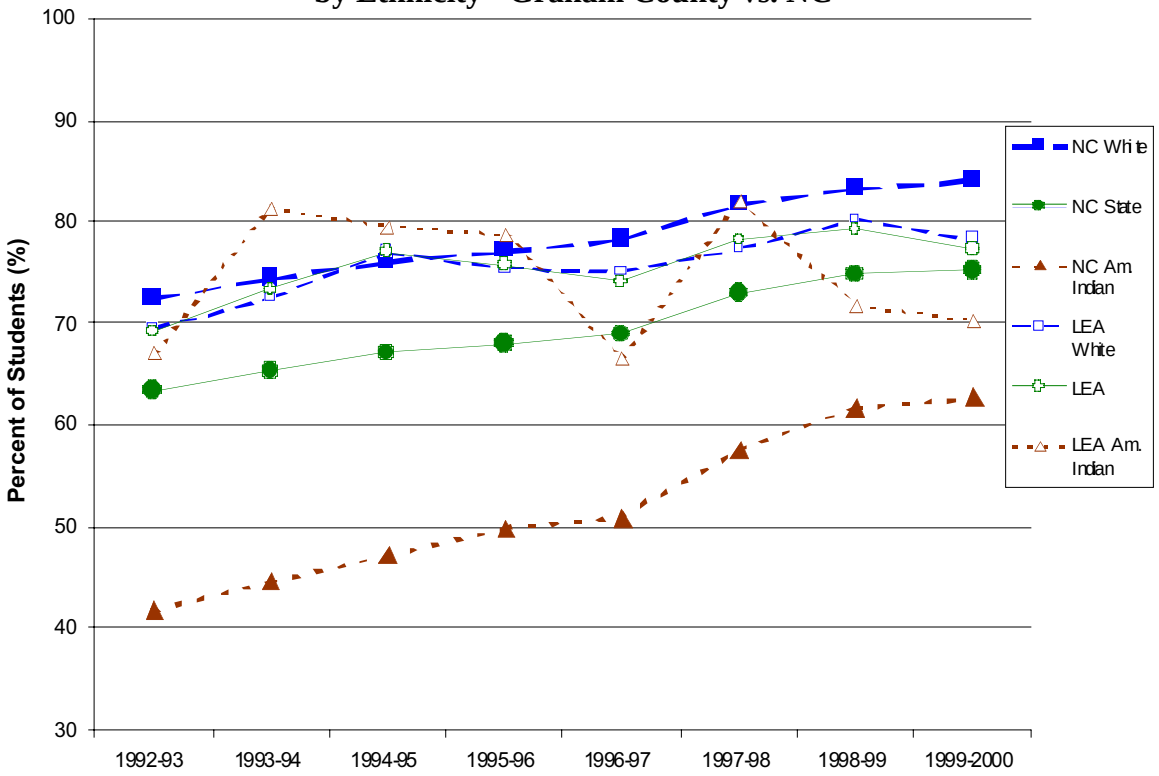
EOG		GRAHAM COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	88.2	66.0	75.0	75.8	71.0	76.1	71.6	73.6	74.4
	N Tested	17	9	12	116	87	88	98304	100415	101064
4	% Grade Level	85.7	77.0	60.0	76.1	74.0	67.0	70.9	71.4	72.1
	N Tested	14	18	10	88	112	94	93947	97914	99451
5	% Grade Level	88.9	60.0	72.2	77.3	70.0	76.1	75.2	75.8	79.1
	N Tested	18	15	18	97	86	113	91412	94807	98099
6	% Grade Level	61.5	81.0	30.8	75.0	81.0	71.6	70.0	72.3	69.5
	N Tested	13	16	13	88	96	88	91369	93607	96489
7	% Grade Level	60.0	60.0	88.2	75.9	86.0	79.6	71.1	76.6	76.4
	N Tested	5	10	17	87	84	103	91154	91872	94031
8	% Grade Level	90.9	100.0	90.9	89.9	92.0	94.3	79.5	79.9	82.5
	N Tested	11	3	11	89	84	87	87669	90331	90984

EOG		GRAHAM COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	76.5	77.0	58.3	75.0	74.0	71.6	68.2	70.0	71.8
	N Tested	17	9	12	116	86	88	98759	100911	101572
4	% Grade Level	50.0	88.0	90.0	65.9	88.0	86.2	79.3	82.7	84.4
	N Tested	14	18	10	88	112	94	94339	98393	99990
5	% Grade Level	94.4	73.0	94.4	87.6	87.0	90.3	78.1	82.4	82.9
	N Tested	18	15	18	97	86	113	91775	95258	98558
6	% Grade Level	92.3	93.0	69.2	95.0	97.0	90.9	78.3	81.1	81.0
	N Tested	13	16	13	5	96	88	91501	93841	96708
7	% Grade Level	60.0	90.0	100.0	88.5	94.0	95.1	76.9	82.4	80.7
	N Tested	5	10	17	87	84	103	91255	92000	94124
8	% Grade Level	100.0	100.0	90.9	91.0	92.0	94.3	76.4	77.6	80.6
	N Tested	11	3	11	89	84	87	87745	90397	91053

EOC		GRAHAM COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	100.0	80.0	100.0	89.7	85.4	84.6	61.6	65.4	68.9
	N Tested	10	10	2	78	82	78	82881	87449	90109
Biology	% Grade Level	77.8	87.5	37.5	73.7	78.3	63.9	59.0	57.7	57.6
	N Tested	9	8	8	99	83	61	78497	76950	80549
ELP	% Grade Level	100.0	87.5	70.0	94.3	83.3	73.5	66.9	67.4	67.3
	N Tested	5	8	10	35	72	68	77225	77740	78992
English I	% Grade Level	85.7	75.0	50.0	90.0	76.1	86.7	60.7	64.6	68.4
	N Tested	7	12	4	60	92	90	88025	89775	93434
US History	% Grade Level	*	50.0	55.6	63.2	57.0	66.2	49.6	51.0	46.9
	N Tested	3	8	9	68	86	71	68004	69701	70930
Algebra II	% Grade Level		75.0	100.0		58.3	84.9		59.0	62.7
	N Tested		4	5		24	53		48957	52451
Physics	% Grade Level		100.0			100.0	62.5		72.1	72.9
	N Tested		1			3	8		11223	11429
Chemistry	% Grade Level		25.0	40.0		8.6	54.5		60.4	62.0
	N Tested		4	5		58	33		41262	42605
Geometry	% Grade Level		40.0	50.0		68.4	76.3		58.3	60.0
	N Tested		5	4		57	38		60413	64572
Phys.Science	% Grade Level		20.0	100.0		45.7	76.7		55.6	57.1
	N Tested		5	5		46	43		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

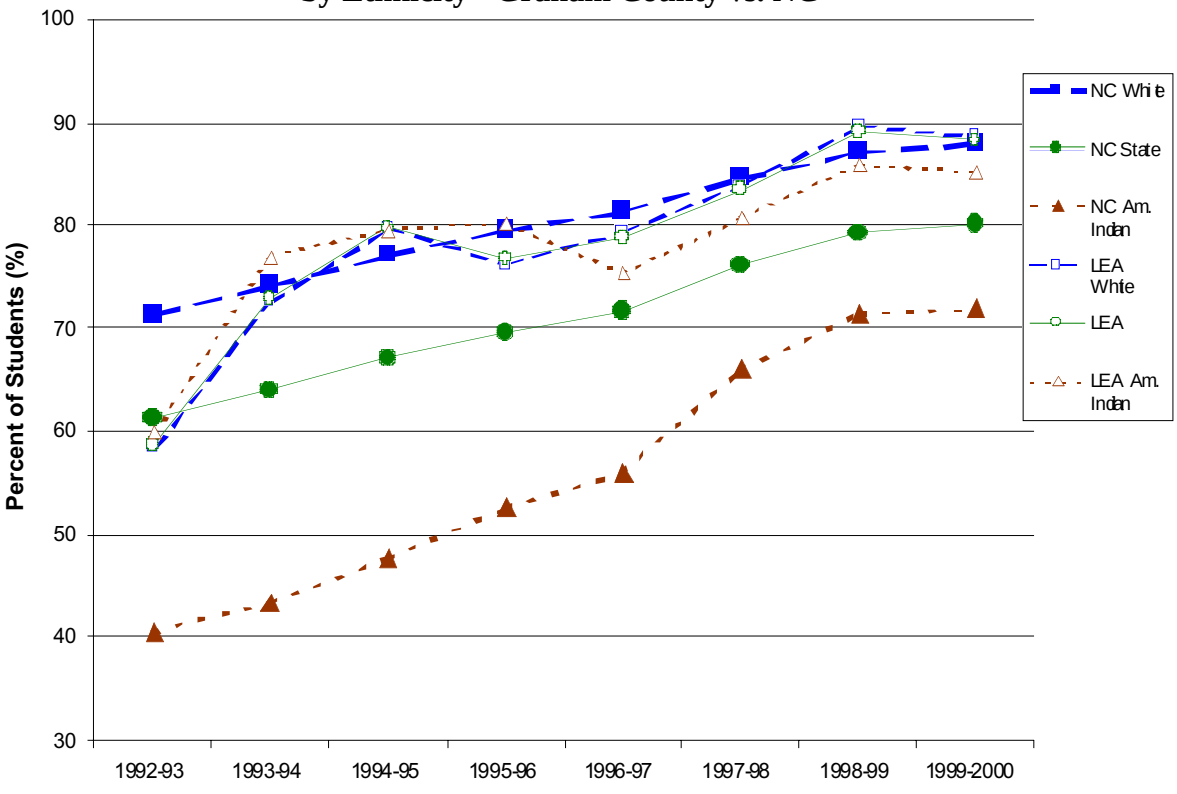
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Graham County vs. NC



380

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Graham County vs. NC



380

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

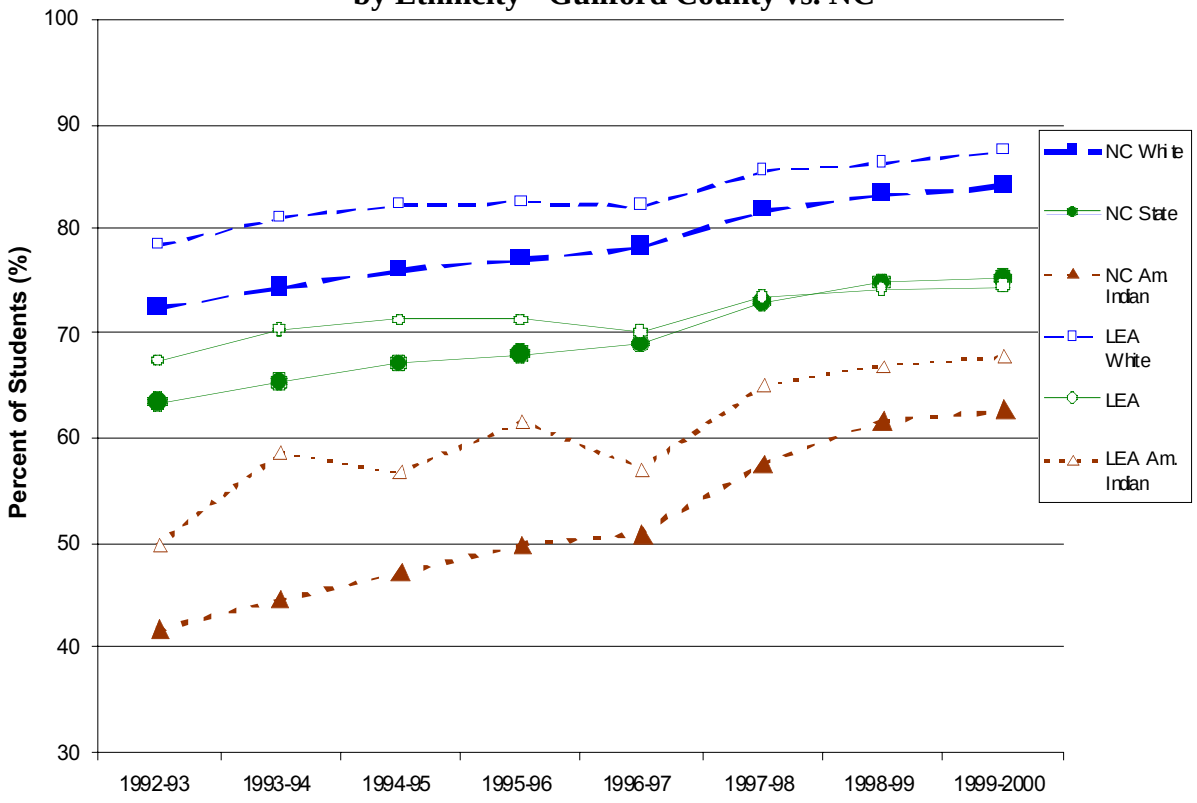
EOG		GUILFORD COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	64.3	64.0	60.6	59.6	70.0	71.8	71.6	73.6	74.4
	N Tested	42	25	33	5034	4991	5106	98304	100415	101064
4	% Grade Level	85.7	64.0	64.3	71.1	68.0	70.4	70.9	71.4	72.1
	N Tested	21	42	28	4654	4950	5021	93947	97914	99451
5	% Grade Level	60.0	77.0	73.2	75.1	75.0	77.5	75.2	75.8	79.1
	N Tested	25	27	41	4522	4672	4928	91412	94807	98099
6	% Grade Level	70.4	60.0	69.6	72.3	72.0	70.0	70.0	72.3	69.5
	N Tested	27	30	23	4503	4559	4780	91369	93607	96489
7	% Grade Level	61.3	71.0	53.1	73.7	77.0	74.7	71.1	76.6	76.4
	N Tested	31	28	32	4450	4556	4656	91154	91872	94031
8	% Grade Level	52.2	66.0	87.1	80.4	80.0	83.3	79.5	79.9	82.5
	N Tested	232	42	31	4147	4428	4546	87669	90331	90984

EOG		GUILFORD COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	61.9	56.0	54.5	66.0	66.0	68.2	68.2	70.0	71.8
	N Tested	42	25	33	5034	5007	5114	98759	100911	101572
4	% Grade Level	100.0	81.0	79.3	78.3	78.0	82.8	79.3	82.7	84.4
	N Tested	21	42	29	4654	4961	5036	94339	98393	99990
5	% Grade Level	44.0	85.0	80.5	76.5	80.0	79.9	78.1	82.4	82.9
	N Tested	25	27	41	4522	4693	4941	91775	95258	98558
6	% Grade Level	75.0	66.0	78.3	76.6	77.0	79.9	78.3	81.1	81.0
	N Tested	27	30	23	4503	4558	4789	91501	93841	96708
7	% Grade Level	70.0	78.0	65.6	74.6	80.0	75.9	76.9	82.4	80.7
	N Tested	31	28	32	4450	4565	4662	91255	92000	94124
8	% Grade Level	40.9	59.0	70.0	73.0	74.0	77.6	76.4	77.6	80.6
	N Tested	23	39	30	4147	4430	4540	87745	90397	91053

EOC		GUILFORD COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	53.8	42.1	48.5	56.9	56.5	64.3	61.6	65.4	68.9
	N Tested	13	19	33	3953	4573	4877	82881	87449	90109
Biology	% Grade Level	41.7	57.1	58.8	62.4	58.1	65.2	59.0	57.7	57.6
	N Tested	12	14	17	3518	3659	3864	78497	76950	80549
ELP	% Grade Level	50.0	45.0	73.7	73.0	73.3	72.8	66.9	67.4	67.3
	N Tested	10	20	19	3345	3519	3922	77225	77740	78992
English I	% Grade Level	55.6	41.2	57.6	63.4	65.7	69.4	60.7	64.6	68.4
	N Tested	9	17	33	3961	4232	4559	88025	89775	93434
US History	% Grade Level	35.7	23.5	23.1	59.9	57.9	50.3	49.6	51.0	46.9
	N Tested	14	17	13	3068	3387	3366	68004	69701	70930
Algebra II	% Grade Level		40.0	62.5		60.1	63.7		59.0	62.7
	N Tested		5	8		2696	2774		48957	52451
Physics	% Grade Level		50.0	100.0		71.8	75.7		72.1	72.9
	N Tested		4	2		653	638		11223	11429
Chemistry	% Grade Level		40.0	66.7		60.0	63.5		60.4	62.0
	N Tested		5	3		2200	2195		41262	42605
Geometry	% Grade Level		55.6	70.0		59.7	61.4		58.3	60.0
	N Tested		9	10		3059	3488		60413	64572
Phys.Science	% Grade Level		50.0	53.1		56.9	55.1		55.6	57.1
	N Tested		12	32		3706	3933		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

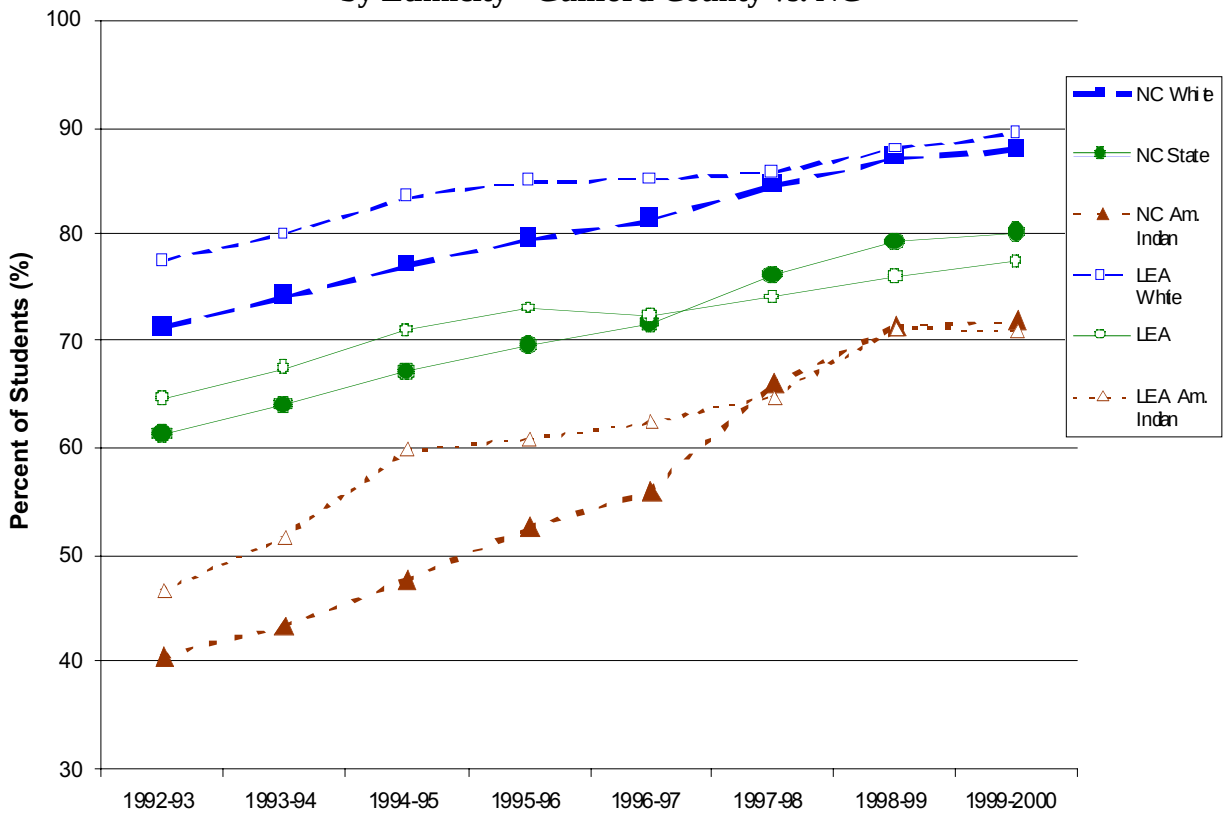
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Guilford County vs. NC



410

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Guilford County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

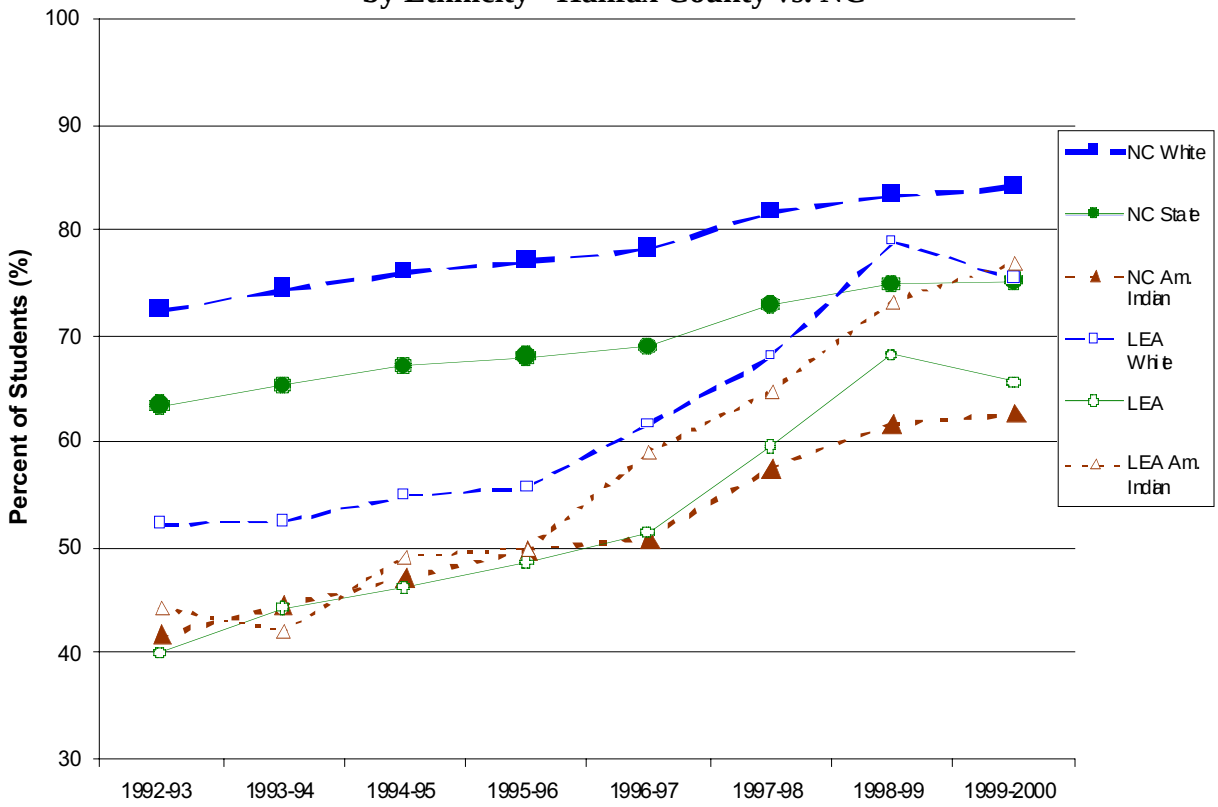
EOG	HALIFAX COUNTY								Reading	
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	68.3	95.0	77.8	66.0	75.0	67.6	71.6	73.6	74.4
	N Tested	41	24	36	500	451	490	98304	100415	101064
4	% Grade Level	76.9	69.0	79.2	66.5	68.0	68.8	70.9	71.4	72.1
	N Tested	26	36	24	475	465	446	93947	97914	99451
5	% Grade Level	73.5	72.0	77.4	70.2	79.0	75.5	75.2	75.8	79.1
	N Tested	34	25	31	420	458	436	91412	94807	98099
6	% Grade Level	63.0	71.0	81.0	53.1	69.0	58.7	70.0	72.3	69.5
	N Tested	27	31	21	401	404	453	91369	93607	96489
7	% Grade Level	63.0	67.0	66.7	46.6	59.0	61.2	71.1	76.6	76.4
	N Tested	27	28	30	476	399	410	91154	91872	94031
8	% Grade Level	40.0	68.0	83.3	54.2	55.0	61.4	79.5	79.9	82.5
	N Tested	25	25	24	459	454	404	87669	90331	90984

EOG	HALIFAX COUNTY								Math	
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	61.0	70.0	83.3	59.5	70.0	61.8	68.2	70.0	71.8
	N Tested	41	24	36	500	459	497	98759	100911	101572
4	% Grade Level	92.6	91.0	100.0	85.6	86.0	83.0	79.3	82.7	84.4
	N Tested	26	36	24	475	479	459	94339	98393	99990
5	% Grade Level	82.4	80.0	74.2	78.4	88.0	81.5	78.1	82.4	82.9
	N Tested	34	26	31	410	467	453	91775	95258	98558
6	% Grade Level	81.5	80.0	90.9	75.4	79.0	76.4	78.3	81.1	81.0
	N Tested	27	31	22	401	412	461	91501	93841	96708
7	% Grade Level	77.8	82.0	73.3	70.6	77.0	72.9	76.9	82.4	80.7
	N Tested	27	28	30	476	404	410	91255	92000	94124
8	% Grade Level	52.0	76.0	87.5	64.4	66.0	72.7	76.4	77.6	80.6
	N Tested	25	25	24	459	455	406	87745	90397	91053

EOC	HALIFAX COUNTY								High School Subjects	
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	52.6	58.6	54.1	32.3	43.4	32.1	61.6	65.4	68.9
	N Tested	19	29	37	458	484	521	82881	87449	90109
Biology	% Grade Level	57.9	56.5	43.8	28.4	32.5	23.9	59.0	57.7	57.6
	N Tested	19	23	16	348	418	380	78497	76950	80549
ELP	% Grade Level	60.0	90.9	52.6	26.9	48.9	44.7	66.9	67.4	67.3
	N Tested	5	22	19	201	468	349	77225	77740	78992
English I	% Grade Level	27.0	29.6	54.2	28.3	28.9	33.5	60.7	64.6	68.4
	N Tested	37	27	24	481	492	526	88025	89775	93434
US History	% Grade Level	5.6	9.5	12.5	15.5	15.7	6.4	49.6	51.0	46.9
	N Tested	18	21	24	354	343	357	68004	69701	70930
Algebra II	% Grade Level		15.4	16.7		8.2	19.1		59.0	62.7
	N Tested		13	12		231	230		48957	52451
Physics	% Grade Level		0	0		8.6	33.3		72.1	72.9
	N Tested		2	3		35	27		11223	11429
Chemistry	% Grade Level		10.0	7.1		8.3	12.0		60.4	62.0
	N Tested		10	14		206	175		41262	42605
Geometry	% Grade Level		7.1	14.3		5.8	7.6		58.3	60.0
	N Tested		14	21		293	380		60413	64572
Phys.Science	% Grade Level		19.0	26.7		13.1	15.7		55.6	57.1
	N Tested		21	30		381	491		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

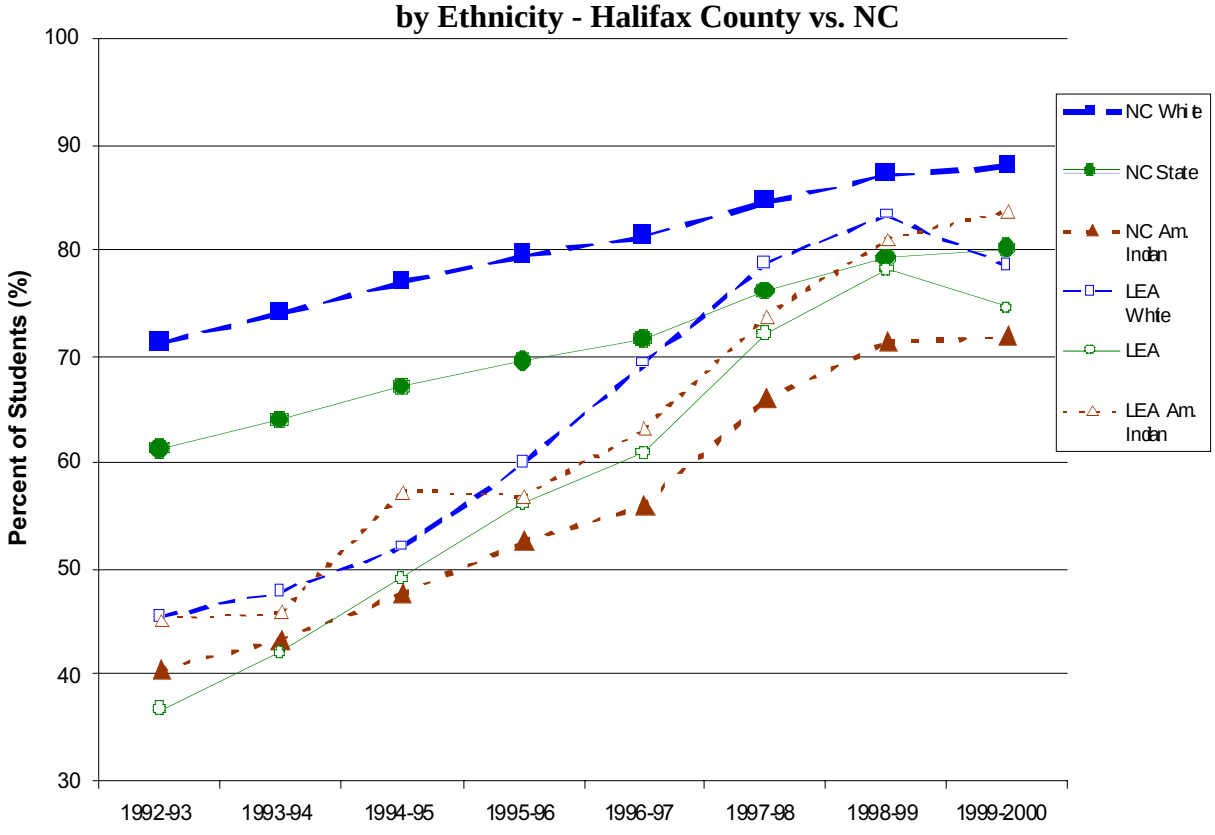
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Halifax County vs. NC



420

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Halifax County vs. NC



420

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

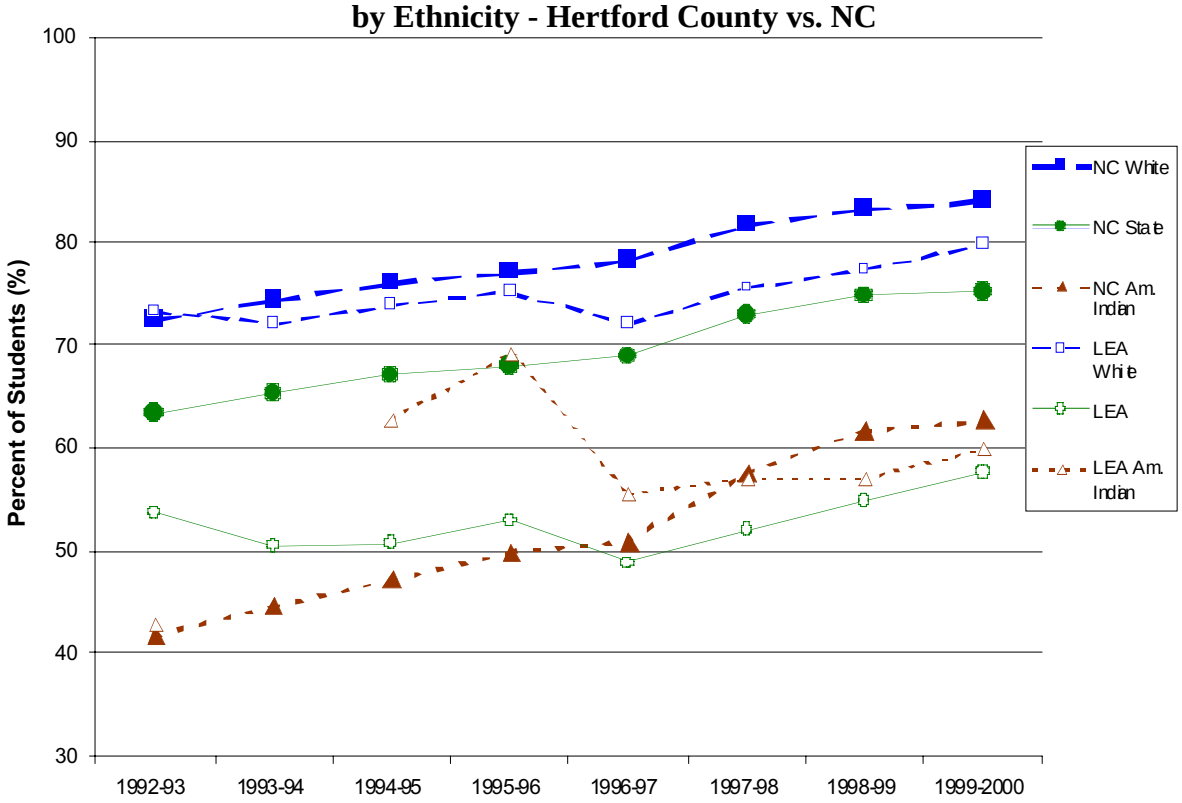
EOG	HERTFORD COUNTY									Reading
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	100.0	100.0	62.5	53.8	53.0	58.6	71.6	73.6	74.4
	N Tested	2	2	8	301	307	331	98304	100415	101064
4	% Grade Level	50.0	100.0	0	50.8	51.0	53.0	70.9	71.4	72.1
	N Tested	2	2	1	303	285	300	93947	97914	99451
5	% Grade Level	75.0	0	100.0	52.7	55.0	61.9	75.2	75.8	79.1
	N Tested	4	1	1	294	288	291	91412	94807	98099
6	% Grade Level	25.0	25.0	33.3	45.4	45.0	49.0	70.0	72.3	69.5
	N Tested	4	4	3	313	290	298	91369	93607	96489
7	% Grade Level	100.0	50.0	50.0	46.6	55.0	54.3	71.1	76.6	76.4
	N Tested	1	4	6	343	313	282	91154	91872	94031
8	% Grade Level	0	100.0	83.3	63.5	66.0	68.7	79.5	79.9	82.5
	N Tested	1	1	6	307	333	313	87669	90331	90984

EOG	HERTFORD COUNTY									Math
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	50.0	100.0	62.5	46.8	48.0	55.8	68.2	70.0	71.8
	N Tested	2	2	8	301	307	335	98759	100911	101572
4	% Grade Level	66.7	50.0	100.0	63.8	64.0	73.5	79.3	82.7	84.4
	N Tested	2	2	1	303	285	302	94339	98393	99990
5	% Grade Level	75.0	50.0	100.0	56.4	63.0	65.1	78.1	82.4	82.9
	N Tested	4	2	1	294	291	292	91775	95258	98558
6	% Grade Level	50.0	75.0	66.7	41.7	64.0	69.8	78.3	81.1	81.0
	N Tested	4	4	3	313	291	298	91501	93841	96708
7	% Grade Level	0	50.0	66.7	50.3	63.0	65.4	76.9	82.4	80.7
	N Tested	1	4	6	343	313	283	91255	92000	94124
8	% Grade Level	100.0	100.0	66.7	46.6	61.0	62.5	76.4	77.6	80.6
	N Tested	1	1	6	307	335	312	87745	90397	91053

EOC	HERTFORD COUNTY									High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	*	100.0	100.0	22.7	22.1	39.2	61.6	65.4	68.9
	N Tested	2	1	3	309	321	347	82881	87449	90109
Biology	% Grade Level	33.3	na	0	15.9	31.3	26.6	59.0	57.7	57.6
	N Tested	6	na	1	523	262	222	78497	76950	80549
ELP	% Grade Level	*	100.0	33.3	65.4	58.6	59.4	66.9	67.4	67.3
	N Tested	3	3	3	243	220	234	77225	77740	78992
English I	% Grade Level	*	0	100.0	44.8	37.1	38.5	60.7	64.6	68.4
	N Tested	0	1	1	279	369	379	88025	89775	93434
US History	% Grade Level	*	33.3	na	14.4	18.3	21.9	49.6	51.0	46.9
	N Tested	2	3	na	250	290	260	68004	69701	70930
Algebra II	% Grade Level		0	na		8.4	41.1		59.0	62.7
	N Tested		4	na		226	192		48957	52451
Physics	% Grade Level		na	na		37.5	16.7		72.1	72.9
	N Tested		na	na		8	6		11223	11429
Chemistry	% Grade Level		0	na		22.1	31.4		60.4	62.0
	N Tested		3	na		181	159		41262	42605
Geometry	% Grade Level		na	0		14.4	15.6		58.3	60.0
	N Tested		na	1		229	250		60413	64572
Phys.Science	% Grade Level		25.0	0		27.2	24.9		55.6	57.1
	N Tested		4	1		401	458		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

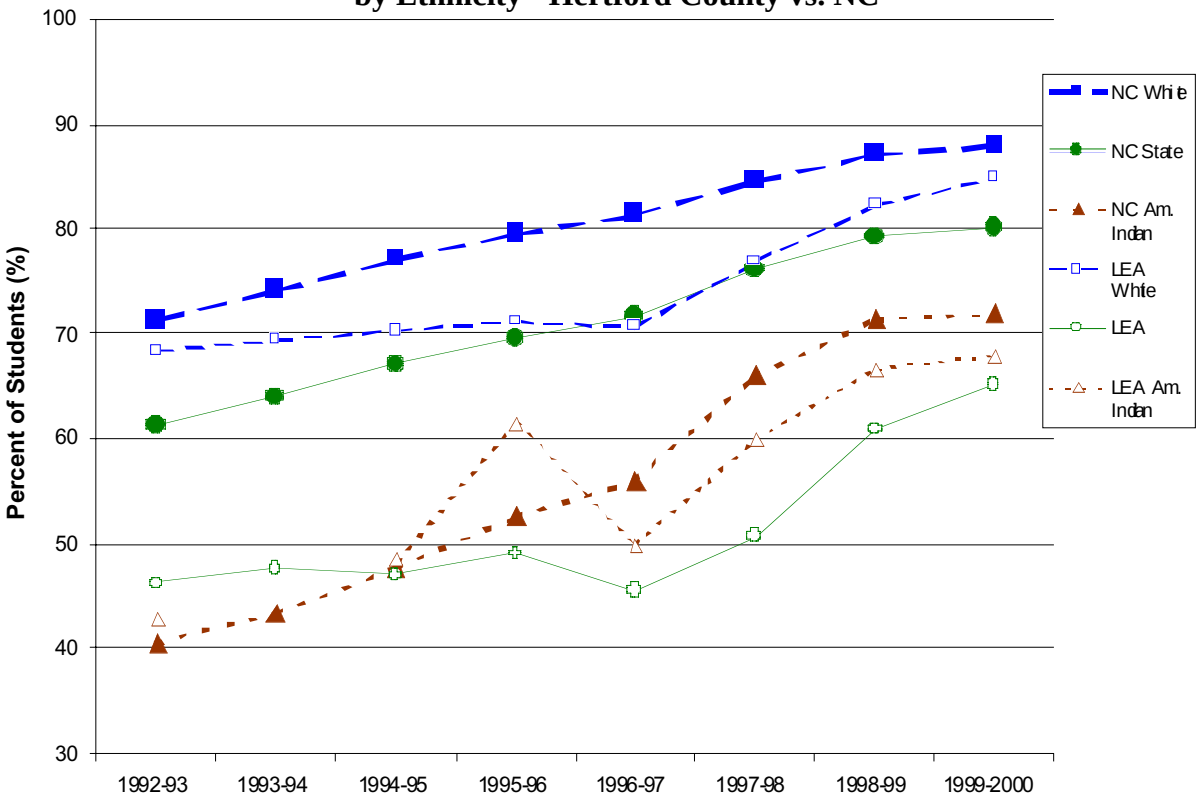
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Hertford County vs. NC



460

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Hertford County vs. NC



460

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

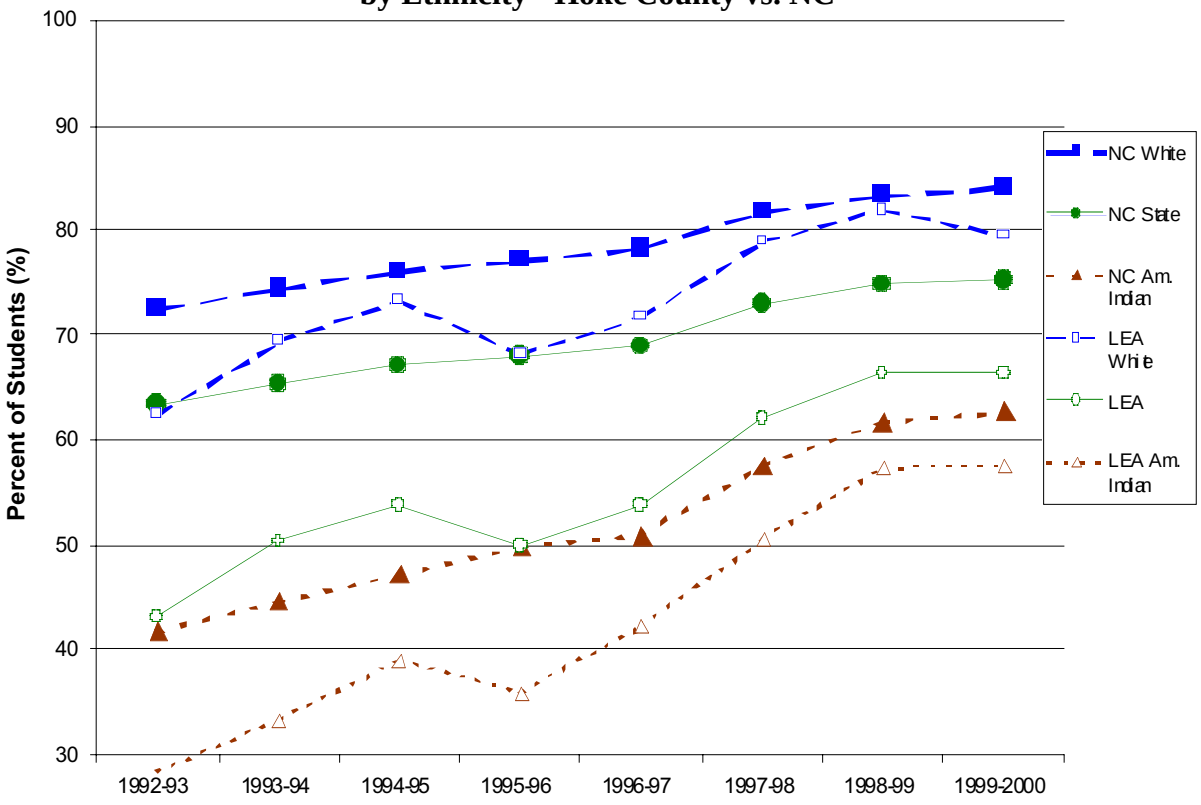
EOG		HOKE COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	54.0	59.0	52.9	60.4	66.0	65.7	71.6	73.6	74.4
	N Tested	63	83	51	5.2	543	487	98304	100415	101064
4	% Grade Level	49.1	49.0	59.0	59.7	60.0	61.6	70.9	71.4	72.1
	N Tested	55	57	78	439	489	528	93947	97914	99451
5	% Grade Level	58.7	63.0	58.2	70.2	67.0	71.4	75.2	75.8	79.1
	N Tested	46	57	55	420	435	476	91412	94807	98099
6	% Grade Level	47.9	62.0	45.8	59.1	69.0	61.1	70.0	72.3	69.5
	N Tested	71	53	59	425	444	442	91369	93607	96489
7	% Grade Level	38.3	56.0	61.8	59.8	65.0	67.5	71.1	76.6	76.4
	N Tested	47	74	55	433	436	452	91154	91872	94031
8	% Grade Level	55.4	53.0	66.2	68.5	68.0	71.2	79.5	79.9	82.5
	N Tested	56	41	68	422	399	413	87669	90331	90984

EOG		HOKE COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	54.7	66.0	51.9	59.0	64.0	63.8	68.2	70.0	71.8
	N Tested	63	83	52	520	549	497	98759	100911	101572
4	% Grade Level	53.6	70.0	80.0	64.6	77.0	80.4	79.3	82.7	84.4
	N Tested	65	58	80	439	494	535	94339	98393	99990
5	% Grade Level	61.7	72.0	62.5	78.7	76.0	76.0	78.1	82.4	82.9
	N Tested	46	59	56	420	439	479	91775	95258	98558
6	% Grade Level	67.1	75.0	70.7	69.7	80.0	77.4	78.3	81.1	81.0
	N Tested	71	54	58	425	453	443	91501	93841	96708
7	% Grade Level	52.1	66.0	67.9	65.6	66.0	74.3	76.9	82.4	80.7
	N Tested	47	72	56	433	438	451	91255	92000	94124
8	% Grade Level	53.6	68.0	66.2	61.3	73.0	70.9	76.4	77.6	80.6
	N Tested	56	41	68	422	399	412	87745	90397	91053

EOC		HOKE COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	37.2	36.7	50.8	46.9	45.8	52.2	61.6	65.4	68.9
	N Tested	43	49	59	392	498	513	82881	87449	90109
Biology	% Grade Level	23.5	22.6	28.1	44.0	37.4	35.9	59.0	57.7	57.6
	N Tested	44	53	64	334	476	443	78497	76950	80549
ELP	% Grade Level	62.0	61.5	50.0	65.8	60.9	60.6	66.9	67.4	67.3
	N Tested	5	26	30	263	256	254	77225	77740	78992
English I	% Grade Level	27.7	47.1	36.5	47.7	54.7	52.7	60.7	64.6	68.4
	N Tested	65	68	52	480	475	442	88025	89775	93434
US History	% Grade Level	41.7	27.5	14.3	43.8	32.2	29.1	49.6	51.0	46.9
	N Tested	24	40	35	265	332	316	68004	69701	70930
Algebra II	% Grade Level		25.0	42.9		37.0	45.6		59.0	62.7
	N Tested		24	21		230	250		48957	52451
Physics	% Grade Level		0	100.0		37.5	71.4		72.1	72.9
	N Tested		2	1		24	14		11223	11429
Chemistry	% Grade Level		9.5	4.3		12.1	16.4		60.4	62.0
	N Tested		21	23		215	280		41262	42605
Geometry	% Grade Level		24.2	15.9		33.8	26.1		58.3	60.0
	N Tested		33	44		337	440		60413	64572
Phys.Science	% Grade Level		0	0		26.7	39.1		55.6	57.1
	N Tested		5	7		30	69		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

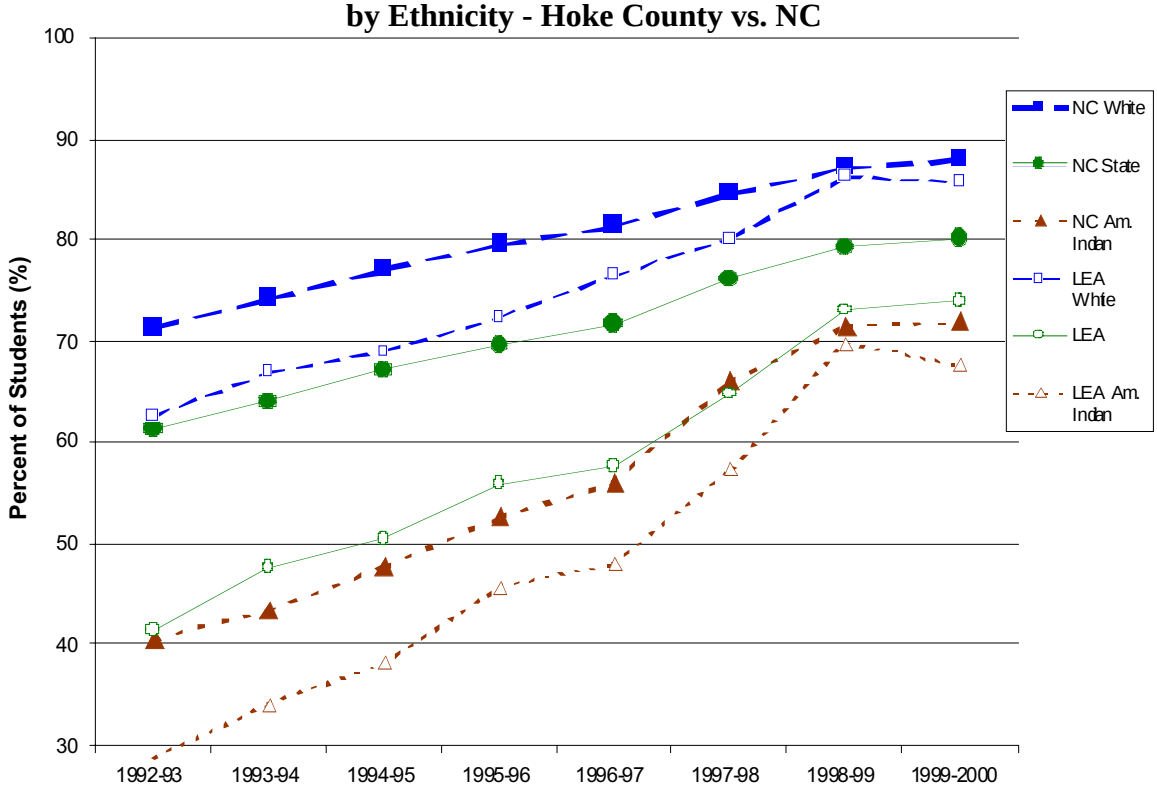
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Hoke County vs. NC



470

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Hoke County vs. NC



470

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

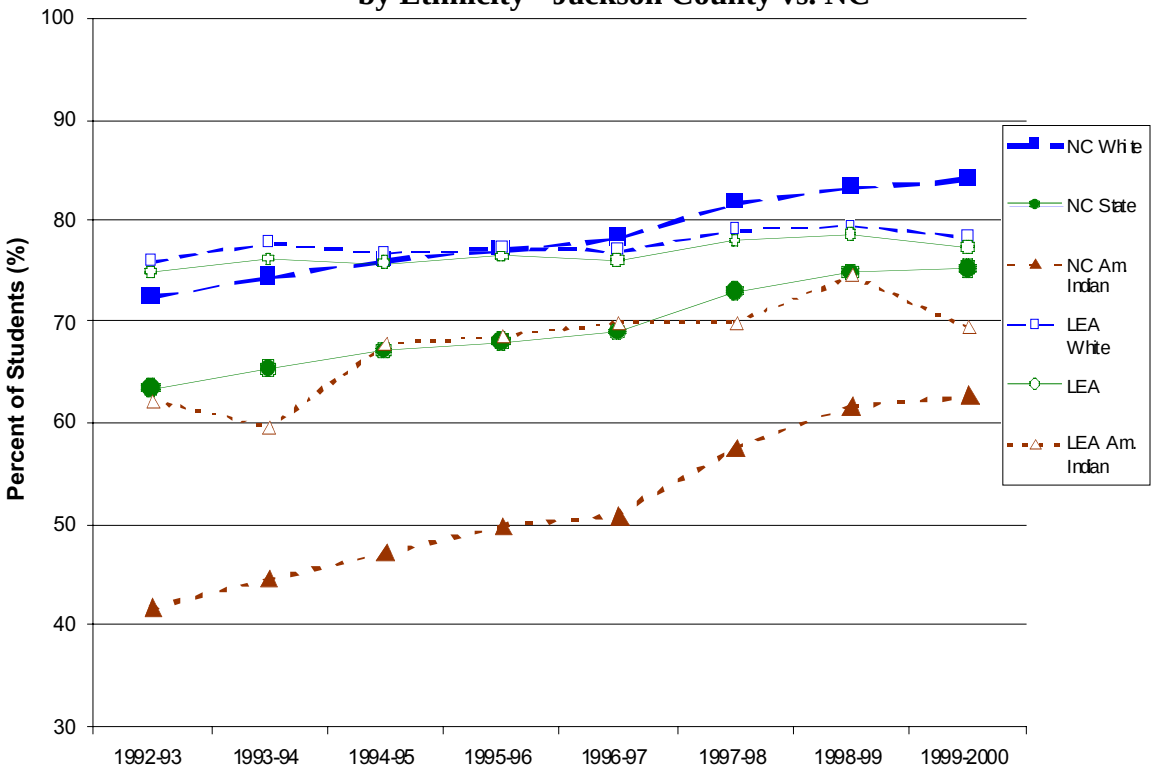
EOG	JACKSON COUNTY									Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	64.5	60.0	59.4	76.2	74.0	73.5	71.6	73.6	74.4
	N Tested	31	25	32	261	290	294	98304	100415	101064
4	% Grade Level	57.1	67.0	44.0	74.3	72.0	73.4	70.9	71.4	72.1
	N Tested	14	28	25	237	262	304	93947	97914	99451
5	% Grade Level	91.7	80.0	74.2	76.9	79.0	75.3	75.2	75.8	79.1
	N Tested	24	15	31	277	235	291	91412	94807	98099
6	% Grade Level	72.0	84.0	68.8	81.4	80.0	76.5	70.0	72.3	69.5
	N Tested	25	26	16	258	275	247	91369	93607	96489
7	% Grade Level	61.1	85.0	82.8	75.1	85.0	79.6	71.1	76.6	76.4
	N Tested	18	27	29	257	280	294	91154	91872	94031
8	% Grade Level	67.6	71.0	85.2	85.5	79.0	87.1	79.5	79.9	82.5
	N Tested	34	21	27	282	278	286	87669	90331	90984

EOG	JACKSON COUNTY									Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	74.2	72.0	84.4	73.2	74.0	77.2	68.2	70.0	71.8
	N Tested	31	25	32	261	290	294	98759	100911	101572
4	% Grade Level	78.6	78.0	72.0	82.3	89.0	90.2	79.3	82.7	84.4
	N Tested	14	28	25	237	262	305	94339	98393	99990
5	% Grade Level	87.5	86.0	80.6	75.9	85.0	84.9	78.1	82.4	82.9
	N Tested	24	15	31	277	235	291	91775	95258	98558
6	% Grade Level	88.0	96.0	81.3	89.5	85.0	91.5	78.3	81.1	81.0
	N Tested	25	26	16	258	276	248	91501	93841	96708
7	% Grade Level	77.8	88.0	89.7	83.3	91.0	85.8	76.9	82.4	80.7
	N Tested	18	27	29	257	279	295	91255	92000	94124
8	% Grade Level	100.0	71.0	81.5	80.7	80.0	89.1	76.4	77.6	80.6
	N Tested	2	21	27	410	278	285	87745	90397	91053

EOC	JACKSON COUNTY									High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	50.0	61.9	71.4	64.2	76.6	77.3	61.6	65.4	68.9
	N Tested	16	21	14	243	274	273	82881	87449	90109
Biology	% Grade Level	33.3	50.0	39.1	58.4	66.0	65.7	59.0	57.7	57.6
	N Tested	12	12	23	259	209	248	78497	76950	80549
ELP	% Grade Level	47.1	40.0	31.8	71.2	65.0	69.6	66.9	67.4	67.3
	N Tested	17	30	22	347	329	299	77225	77740	78992
English I	% Grade Level	40.9	47.1	46.2	64.6	68.8	76.9	60.7	64.6	68.4
	N Tested	22	34	26	305	295	294	88025	89775	93434
US History	% Grade Level	38.9	33.3	22.2	41.9	47.0	53.1	49.6	51.0	46.9
	N Tested	18	9	9	191	217	241	68004	69701	70930
Algebra II	% Grade Level		22.2	0		58.9	52.8		59.0	62.7
	N Tested		9	5		185	161		48957	52451
Physics	% Grade Level		na	100.0		63.2	91.3		72.1	72.9
	N Tested		na	1		19	23		11223	11429
Chemistry	% Grade Level		66.7	66.7		72.1	57.9		60.4	62.0
	N Tested		3	6		111	114		41262	42605
Geometry	% Grade Level		22.2	33.3		54.9	61.7		58.3	60.0
	N Tested		9	12		195	206		60413	64572
Phys.Science	% Grade Level		37.5	36.7		62.3	63.9		55.6	57.1
	N Tested		32	30		324	316		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

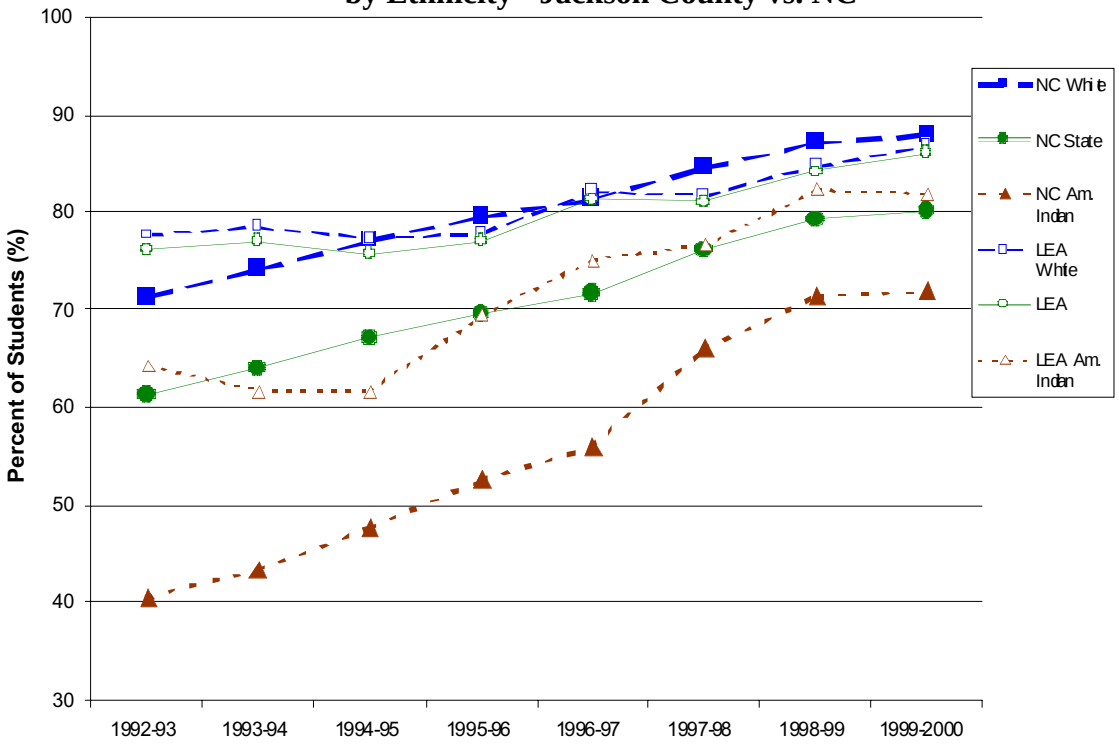
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Jackson County vs. NC



500

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Jackson County vs. NC



500

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

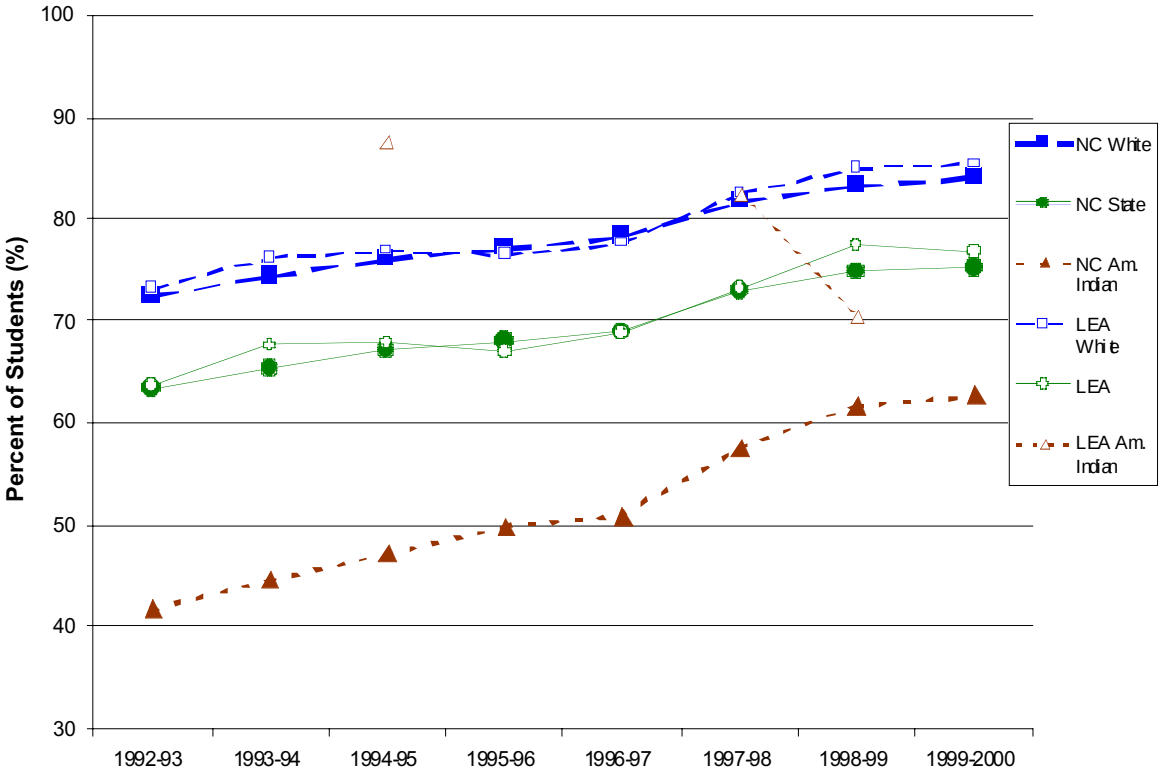
EOG		PERSON COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	50.0	66.0	na	68.9	74.0		71.6	73.6	74.4
	N Tested	4	3	na	488	510	492	98304	100415	101064
4	% Grade Level	100.0	0	50.0	70.9	74.0	75.6	70.9	71.4	72.1
	N Tested	5	3	2	416	469	488	93947	97914	99451
5	% Grade Level	66.7	100.0	100.0	75.7	84.0	85.6	75.2	75.8	79.1
	N Tested	3	4	1	453	433	457	91412	94807	98099
6	% Grade Level	100.0	66.0	100.0	70.4	68.0	68.8	70.0	72.3	69.5
	N Tested	3	3	3	436	472	464	91369	93607	96489
7	% Grade Level	100.0	100.0	66.7	73.3	80.0	74.3	71.1	76.6	76.4
	N Tested	1	3	3	405	427	471	91154	91872	94031
8	% Grade Level	100.0	100.0	100.0	81.0	85.0	81.3	79.5	79.9	82.5
	N Tested	2	1	2	410	393	401	87669	90331	90984

EOG		PERSON COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	50.0	100.0	na	67.2	68.0	68.3	68.2	70.0	71.8
	N Tested	4	3	na	488	512	492	98759	100911	101572
4	% Grade Level	100.0	66.0	100.0	82.7	84.0	89.0	79.3	82.7	84.4
	N Tested	4	3	2	416	471	489	94339	98393	99990
5	% Grade Level	66.7	100.0	100.0	78.4	87.0	88.2	78.1	82.4	82.9
	N Tested	3	4	2	453	434	459	91775	95258	98558
6	% Grade Level	100.0	100.0	100.0	81.0	81.0	82.6	78.3	81.1	81.0
	N Tested	3	3	3	436	473	465	91501	93841	96708
7	% Grade Level	10.0	100.0	66.7	78.0	80.0	77.9	76.9	82.4	80.7
	N Tested	1	3	3	405	428	471	91255	92000	94124
8	% Grade Level	100.0	100.0	100.0	80.7	82.0	86.1	76.4	77.6	80.6
	N Tested	2	1	2	410	392	402	87745	90397	91053

EOC		PERSON COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	*	100.0	100.0	55.3	59.7	69.0	61.6	65.4	68.9
	N Tested	0	3	1	450	501	426	82881	87449	90109
Biology	% Grade Level	*	100.0	100.0	60.3	61.5	56.4	59.0	57.7	57.6
	N Tested	2	1	1	325	364	305	78497	76950	80549
ELP	% Grade Level	*	na	75.0	62.3	66.7	64.0	66.9	67.4	67.3
	N Tested	1	na	4	443	21	392	77225	77740	78992
English I	% Grade Level	*	50.0	na	54.6	70.4	79.6	60.7	64.6	68.4
	N Tested	1	2	na	441	423	401	88025	89775	93434
US History	% Grade Level	*	100.0	100.0	42.3	39.9	34.9	49.6	51.0	46.9
	N Tested	3	1	1	343	321	358	68004	69701	70930
Algebra II	% Grade Level		100.0	na		54.5	63.4		59.0	62.7
	N Tested		1	na		200	227		48957	52451
Physics	% Grade Level		na	100.0		57.5	42.6		72.1	72.9
	N Tested		na	1		40	61		11223	11429
Chemistry	% Grade Level		100.0	na		61.8	64.9		60.4	62.0
	N Tested		1	na		144	148		41262	42605
Geometry	% Grade Level		na	66.7		57.5	65.6		58.3	60.0
	N Tested		na	3		299	311		60413	64572
Phys.Science	% Grade Level		50.0	na		63.2	61.9		55.6	57.1
	N Tested		2	na		250	344		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

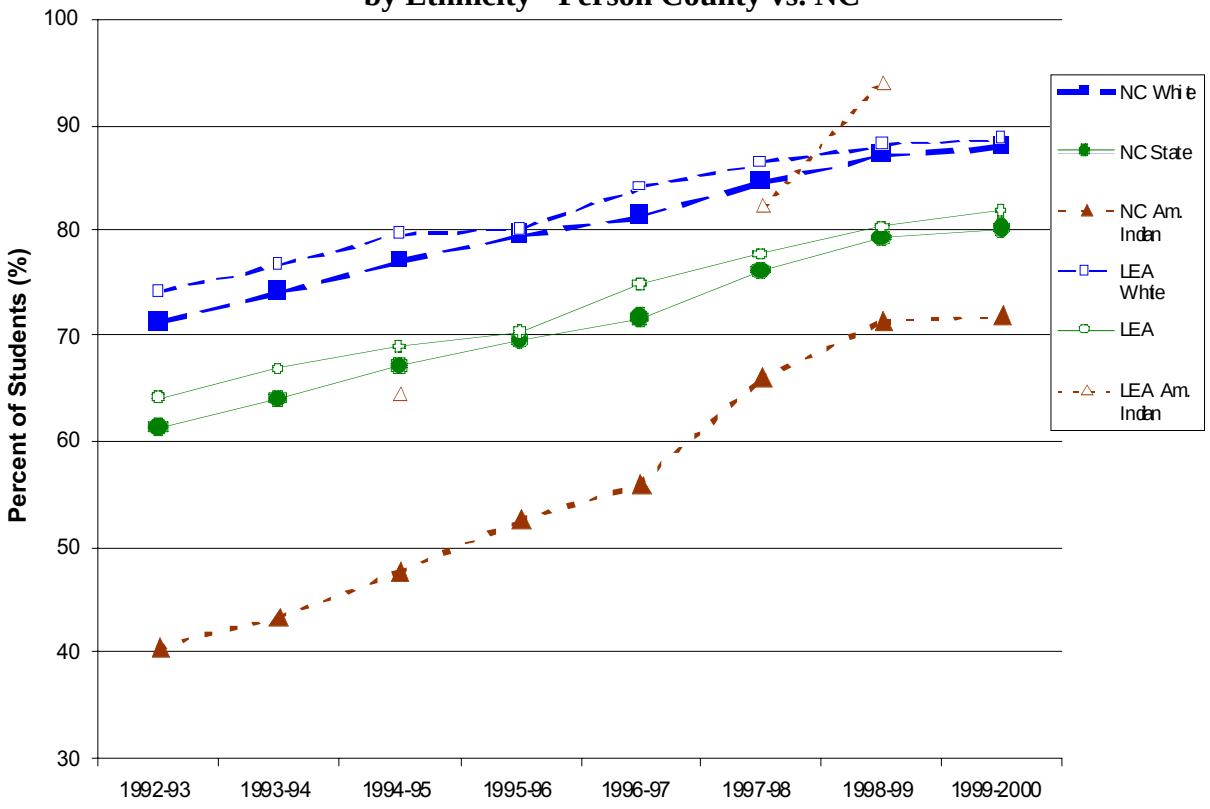
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Person County vs. NC



730

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Person County vs. NC



730

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

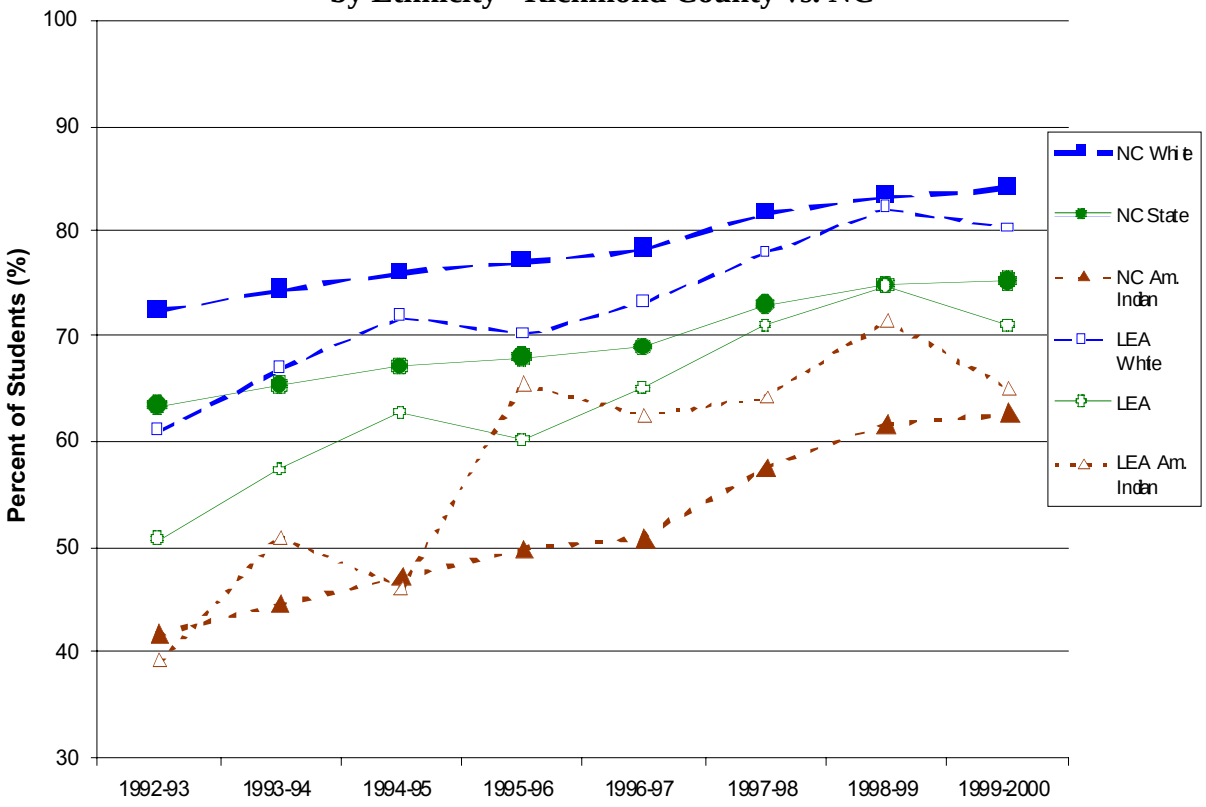
EOG	RICHMOND COUNTY									Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	57.1	57.0	60.0	72.3	77.0	67.4	71.6	73.6	74.4
	N Tested	7	7	15	669	648	654	98304	100415	101064
4	% Grade Level	81.8	88.0	22.2	61.7	64.0	62.8	70.9	71.4	72.1
	N Tested	11	9	9	601	659	646	93947	97914	99451
5	% Grade Level	81.8	66.0	77.8	73.6	70.0	69.7	75.2	75.8	79.1
	N Tested	11	12	9	557	591	644	91412	94807	98099
6	% Grade Level	45.4	100.0	77.8	74.1	79.0	71.6	70.0	72.3	69.5
	N Tested	11	9	9	564	555	592	91369	93607	96489
7	% Grade Level	50.0	28.0	75.0	67.7	76.0	74.0	71.1	76.6	76.4
	N Tested	4	7	12	643	578	600	91154	91872	94031
8	% Grade Level	58.3	100.0	77.8	77.4	80.0	82.4	79.5	79.9	82.5
	N Tested	12	2	9	552	606	535	87669	90331	90984

EOG	RICHMOND COUNTY									Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	57.1	42.0	53.3	69.5	71.0	65.0	68.2	70.0	71.8
	N Tested	7	7	15	669	649	654	98759	100911	101572
4	% Grade Level	63.6	66.0	40.0	78.3	78.0	79.7	79.3	82.7	84.4
	N Tested	11	9	10	601	662	649	94339	98393	99990
5	% Grade Level	90.0	83.0	66.7	78.3	80.0	73.8	78.1	82.4	82.9
	N Tested	11	12	9	557	591	646	91775	95258	98558
6	% Grade Level	72.7	100.0	77.8	83.9	87.0	82.6	78.3	81.1	81.0
	N Tested	11	9	9	564	554	591	91501	93841	96708
7	% Grade Level	50.0	100.0	83.3	73.9	84.0	80.4	76.9	82.4	80.7
	N Tested	4	7	12	643	576	601	91255	92000	94124
8	% Grade Level	66.7	100.0	66.7	73.5	80.0	80.4	76.4	77.6	80.6
	N Tested	12	2	9	552	605	536	87745	90397	91053

EOC	RICHMOND COUNTY									High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	18.2	14.3	na	53.2	52.0	85.0	61.6	65.4	68.9
	N Tested	11	7	na	510	523	160	82881	87449	90109
Biology	% Grade Level	57.1	28.6	42.9	47.0	44.2	40.3	59.0	57.7	57.6
	N Tested	14	7	7	541	582	556	78497	76950	80549
ELP	% Grade Level	60.0	50.0	0	69.1	52.6	57.9	66.9	67.4	67.3
	N Tested	5	12	1	601	576	610	77225	77740	78992
English I	% Grade Level	*	45.5	0	62.8	60.3	68.2	60.7	64.6	68.4
	N Tested	4	11	1	581	585	623	88025	89775	93434
US History	% Grade Level	*	60.0	25.0	36.1	40.5	41.4	49.6	51.0	46.9
	N Tested	4	10	4	393	412	428	68004	69701	70930
Algebra II	% Grade Level		40.0	0		33.5	44.6		59.0	62.7
	N Tested		5	2		269	285		48957	52451
Physics	% Grade Level		100.0	na		97.5	97.1		72.1	72.9
	N Tested		1	na		40	34		11223	11429
Chemistry	% Grade Level		100.0	100.0		75.4	82.2		60.4	62.0
	N Tested		3	1		195	197		41262	42605
Geometry	% Grade Level		0	0		37.6	35.4		58.3	60.0
	N Tested		6	4		394	418		60413	64572
Phys.Science	% Grade Level		30.0	100.0		53.2	57.0		55.6	57.1
	N Tested			1		457	449		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

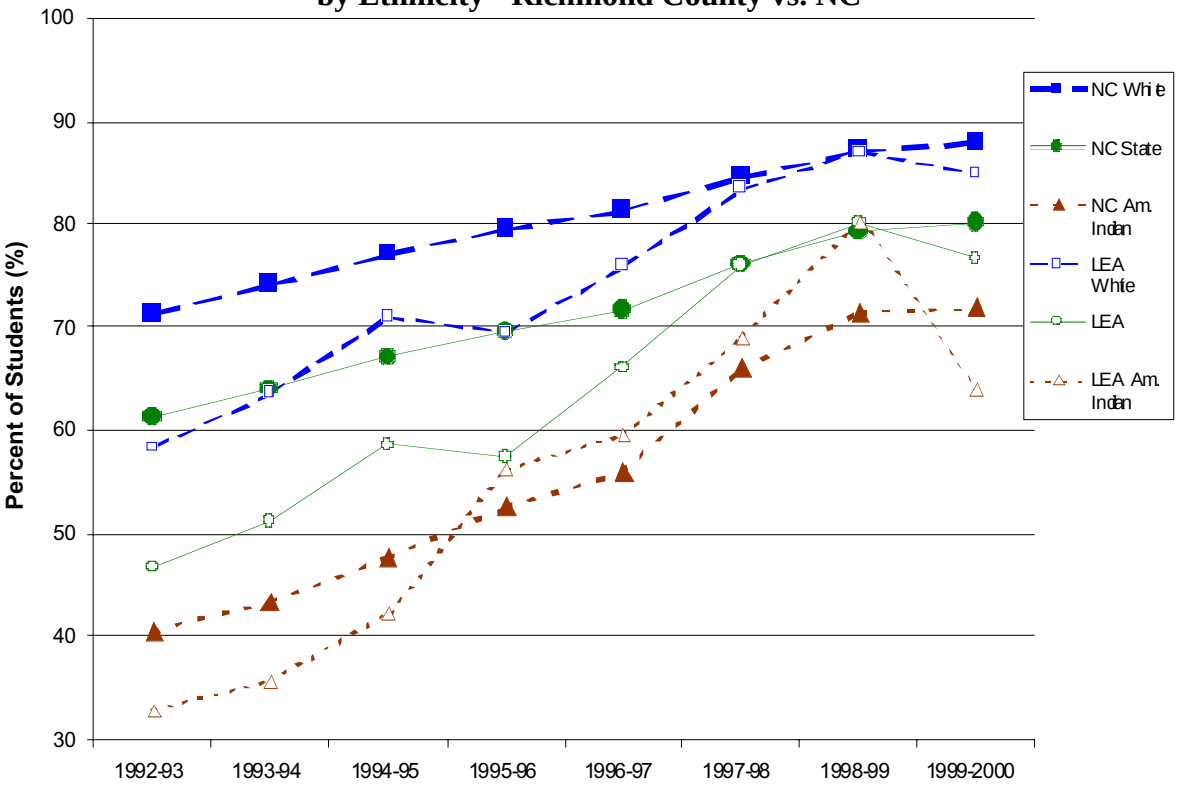
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Richmond County vs. NC



770

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Richmond County vs. NC



770

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

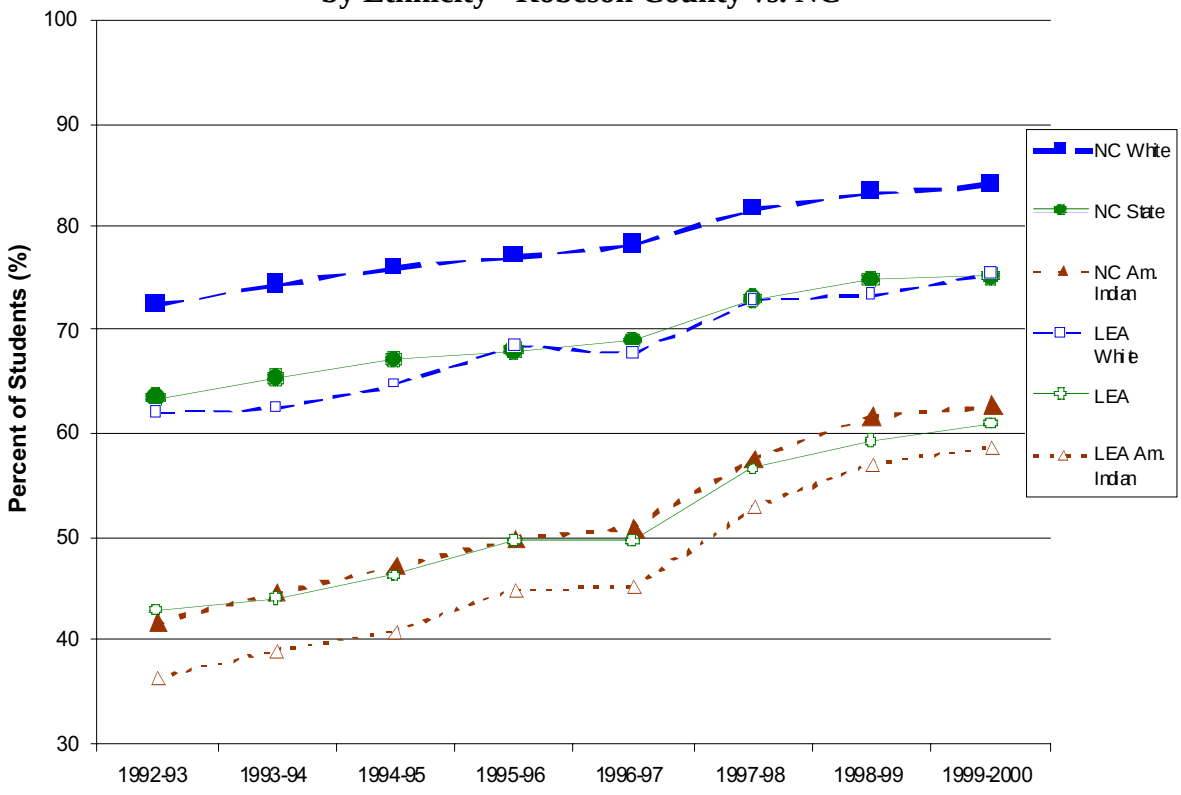
EOG		ROBESON COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	51.7	60.0	61.8	54.8	63.0	65.2	71.6	73.6	74.4
	N Tested	750	804	844	1823	1849	1894	98304	100415	101064
4	% Grade Level	44.8	55.0	57.9	51.5	56.0	61.2	70.9	71.4	72.1
	N Tested	712	713	767	1713	1751	1768	93947	97914	99451
5	% Grade Level	54.1	51.0	58.4	56.1	54.0	59.4	75.2	75.8	79.1
	N Tested	798	715	700	1774	1741	1725	91412	94807	98099
6	% Grade Level	51.8	52.0	47.0	54.8	55.0	51.5	70.0	72.3	69.5
	N Tested	706	771	692	1656	1735	1708	91369	93607	96489
7	% Grade Level	52.4	59.0	54.4	55.6	61.0	57.7	71.1	76.6	76.4
	N Tested	710	670	776	1581	1608	1736	91154	91872	94031
8	% Grade Level	629	64.0	71.3	66.1	64.0	69.1	79.5	79.9	82.5
	N Tested	739	705	675	1709	1626	1611	87669	90331	90984

EOG		ROBESON COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	51.4	60.0	61.2	52.6	63.0	63.1	68.2	70.0	71.8
	N Tested	750	815	858	1823	1866	1912	98759	100911	101572
4	% Grade Level	63.2	75.0	78.7	65.5	75.0	79.0	79.3	82.7	84.4
	N Tested	712	722	775	1713	1773	1787	94339	98393	99990
5	% Grade Level	62.3	65.0	66.5	61.8	67.0	65.7	78.1	82.4	82.9
	N Tested	798	719	704	1774	1750	1737	91775	95258	98558
6	% Grade Level	71.7	72.0	68.1	71.3	71.0	69.6	78.3	81.1	81.0
	N Tested	706	778	698	1656	1757	1722	91501	93841	96708
7	% Grade Level	71.1	77.0	70.5	71.6	76.0	69.4	76.9	82.4	80.7
	N Tested	710	671	784	1581	1615	1759	91255	92000	94124
8	% Grade Level	69.9	68.0	72.6	70.8	67.0	70.9	76.4	77.6	80.6
	N Tested	739	709	676	1709	1636	1616	87745	90397	91053

EOC		ROBESON COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	46.8	50.6	43.8	51.8	56.2	47.5	61.6	65.4	68.9
	N Tested	530	563	696	1322	1316	1591	82881	87449	90109
Biology	% Grade Level	46.8	41.8	29.5	51.8	43.7	35.7	59.0	57.7	57.6
	N Tested	530	462	613	1322	1108	1437	78497	76950	80549
ELP	% Grade Level	37.3	38.4	31.0	42.2	48.4	36.5	66.9	67.4	67.3
	N Tested	550	581	710	1250	1406	1643	77225	77740	78992
English I	% Grade Level	41.1	42.1	43.1	47.1	46.5	45.5	60.7	64.6	68.4
	N Tested	628	788	785	1476	1814	1785	88025	89775	93434
US History	% Grade Level	31.3	20.9	19.8	39.5	25.9	23.5	49.6	51.0	46.9
	N Tested	754	98	479	1660	1183	1151	68004	69701	70930
Algebra II	% Grade Level		25.0	28.2		25.5	29.7		59.0	62.7
	N Tested		324	287		813	824		48957	52451
Physics	% Grade Level		15.7	16.7		31.4	35.9		72.1	72.9
	N Tested		51	24		140	117		11223	11429
Chemistry	% Grade Level		32.8	37.3		35.3	38.8		60.4	62.0
	N Tested		290	201		688	613		41262	42605
Geometry	% Grade Level		21.9	29.5		28.1	31.9		58.3	60.0
	N Tested		375	386		971	928		60413	64572
Phys.Science	% Grade Level		26.9	22.6		35.8	24.5		55.6	57.1
	N Tested		547	704		1304	1731		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

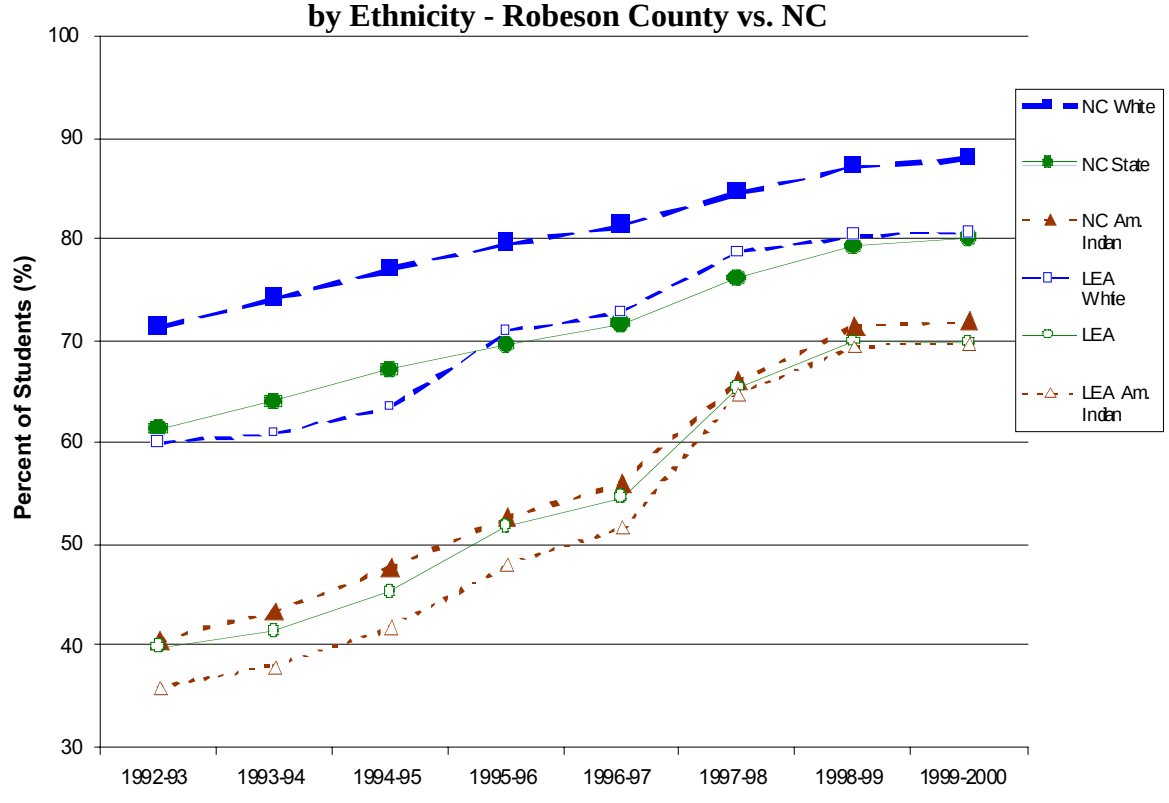
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Robeson County vs. NC



780

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Robeson County vs. NC



780

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

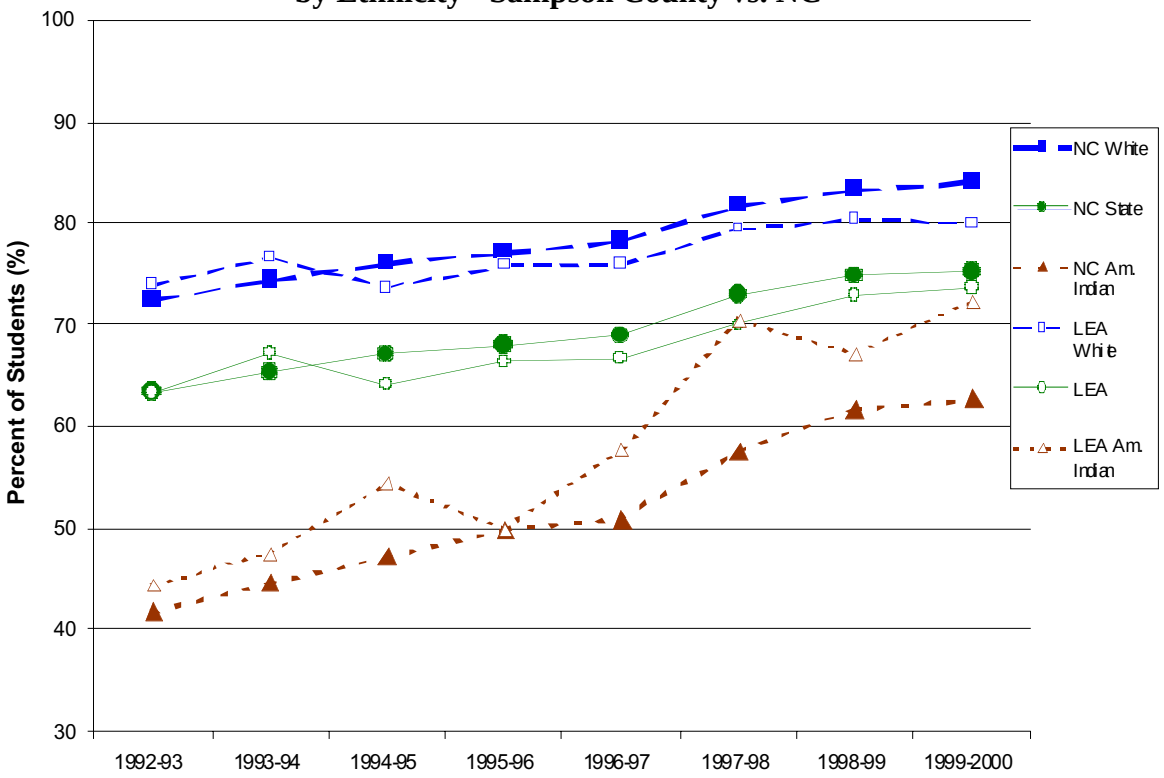
EOG	SAMPSON COUNTY									Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	75.0	81.0	66.7	67.4	72.0	76.7	71.6	73.6	74.4
	N Tested	8	11	12	589	590	584	98304	100415	101064
4	% Grade Level	83.3	60.0	66.7	72.1	67.0	68.0	70.9	71.4	72.1
	N Tested	6	10	12	567	592	581	93947	97914	99451
5	% Grade Level	75.0	66.0	100.0	70.7	78.0	81.7	75.2	75.8	79.1
	N Tested	8	9	7	526	586	590	91412	94807	98099
6	% Grade Level	42.9	75.0	60.0	67.1	69.0	67.7	70	72.3	69.5
	N Tested	7	8	10	532	527	606	91369	93607	96489
7	% Grade Level	88.9	37.0	62.5	69.8	72.0	71	71.1	76.6	76.4
	N Tested	9	8	8	524	550	520	91154	91872	94031
8	% Grade Level	50.0	77.0	88.9	73.0	77.0	77.4	79.5	79.9	82.5
	N Tested	6	9	9	463	530	561	87669	90331	90984

EOG	SAMPSON COUNTY									Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	87.5	81.0	91.7	69.3	68.0	75.8	68.2	70.0	71.8
	N Tested	8	11	12	589	598	590	98759	100911	101572
4	% Grade Level	50.0	70.0	75.0	82.7	82.0	85.4	79.3	82.7	84.4
	N Tested	6	10	12	567	594	588	94339	98393	99990
5	% Grade Level	87.5	66.0	85.7	69.8	85.0	84.6	78.1	82.4	82.9
	N Tested	8	9	7	526	588	596	91775	95258	98558
6	% Grade Level	71.4	87.0	80.0	82.4	79.0	82.7	78.3	81.1	81.0
	N Tested	7	8	10	532	529	608	91501	93841	96708
7	% Grade Level	66.7	62.0	87.5	74.2	82.0	76.2	76.9	82.4	80.7
	N Tested	9	8	8	524	552	521	91255	92000	94124
8	% Grade Level	50.0	88.0	88.9	71.8	81.0	76.6	76.4	77.6	80.6
	N Tested	6	9	9	463	531	563	87745	90397	91053

EOC	SAMPSON COUNTY									High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	0	100.0	80.0	38.9	59.4	68.4	61.6	65.4	68.9
	N Tested	7	2	5	471	480	554	82881	87449	90109
Biology	% Grade Level	12.5	0	50.0	38.2	44.4	44.5	59.0	57.7	57.6
	N Tested	8	2	4	479	471	434	78497	76950	80549
ELP	% Grade Level	*	66.7	20.0	51.2	63.8	61.6	66.9	67.4	67.3
	N Tested	3	3	5	588	450	424	77225	77740	78992
English I	% Grade Level	*	75.0	71.4	45.1	62.2	65.7	60.7	64.6	68.4
	N Tested	3	4	7	592	468	543	88025	89775	93434
US History	% Grade Level	*	75.0	0	36.2	55.8	46.3	49.6	51.0	46.9
	N Tested	3	4	2	434	400	447	68004	69701	70930
Algebra II	% Grade Level		50.0	50.0		46.7	58.8		59.0	62.7
	N Tested		2	4		319	279		48957	52451
Physics	% Grade Level		na	na		64.3	70.6		72.1	72.9
	N Tested		na	na		42	34		11223	11429
Chemistry	% Grade Level		66.7	0		58.3	62.2		60.4	62.0
	N Tested		3	1		247	230		41262	42605
Geometry	% Grade Level		20.0	100.0		53.4	58.2		58.3	60.0
	N Tested		5	3		341	335		60413	64572
Phys.Science	% Grade Level		66.7	na		52.2	25.0		55.6	57.1
	N Tested		3	na		469	4		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

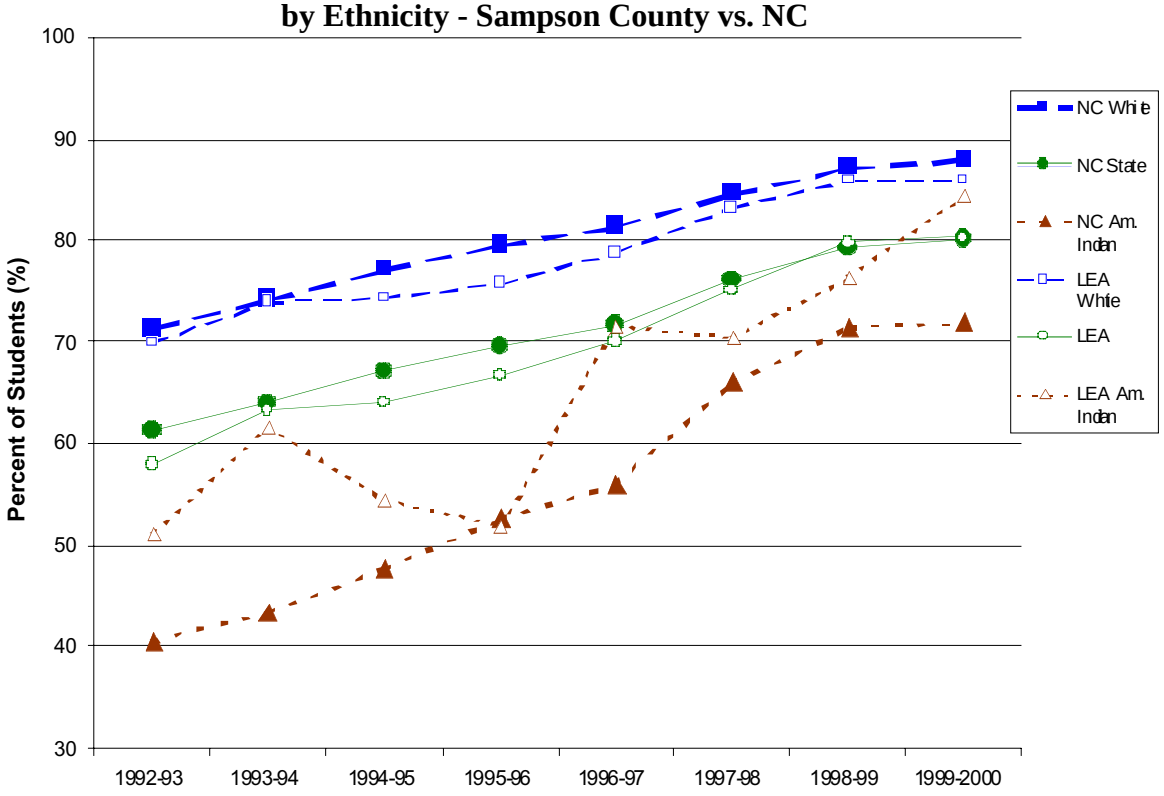
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Sampson County vs. NC



820

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Sampson County vs. NC



820

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

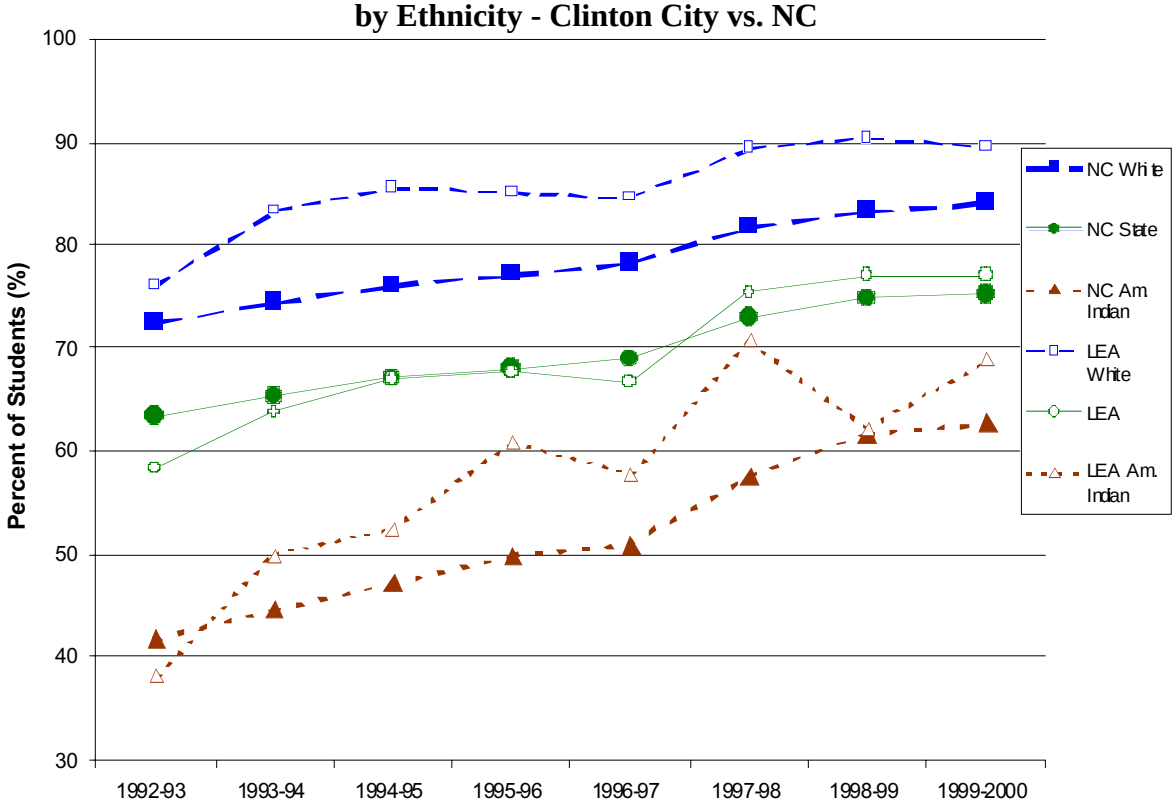
EOG		CLINTON CITY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	77.8	50.0	71.4	80.0	78.0	80.3	71.6	73.6	74.4
	N Tested	9	4	7	200	203	213	98304	100415	101064
4	% Grade Level	71.4	75.0	40.0	67.2	73.0	74.9	70.9	71.4	72.1
	N Tested	7	8	5	177	199	207	93947	97914	99451
5	% Grade Level	85.7	50.0	80.0	72.4	77.0	77.8	75.2	75.8	79.1
	N Tested	7	4	10	174	189	198	91412	94807	98099
6	% Grade Level	58.3	57.0	40.0	76.1	68.0	65.5	70.0	72.3	69.5
	N Tested	12	7	5	184	170	200	91369	93607	96489
7	% Grade Level	25.0	80.0	71.4	74.4	85.0	75.9	71.1	76.6	76.4
	N Tested	4	10	7	176	184	170	91154	91872	94031
8	% Grade Level	88.8	25.0	81.8	81.5	77.0	88.8	79.5	79.9	82.5
	N Tested	9	4	11	184	171	179	87669	90331	90984

EOG		CLINTON CITY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	55.6	50.0	71.4	71.0	75.0	71.8	68.2	70.0	71.8
	N Tested	9	4	7	200	203	213	98759	100911	101572
4	% Grade Level	85.7	87.0	60.0	84.7	82.0	88.4	79.3	82.7	84.4
	N Tested	7	8	5	177	199	207	94339	98393	99990
5	% Grade Level	71.4	75.0	100.0	77.0	84.0	83.8	78.1	82.4	82.9
	N Tested	7	4	10	174	189	198	91775	95258	98558
6	% Grade Level	83.3	85.0	80.0	87.0	79.0	80.5	78.3	81.1	81.0
	N Tested	12	7	5	184	170	200	91501	93841	96708
7	% Grade Level	50.0	90.0	100.0	81.3	90.0	79.4	76.9	82.4	80.7
	N Tested	4	10	7	176	185	170	91255	92000	94124
8	% Grade Level	77.8	50.0	81.8	71.7	81.0	90.5	76.4	77.6	80.6
	N Tested	9	4	11	184	171	179	87745	90397	91053

EOC		CLINTON CITY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	36.4	40.0	100.0	56.2	59.1	73.1	61.6	65.4	68.9
	N Tested	11	5	4	174	98	156	82881	87449	90109
Biology	% Grade Level	28.6	28.6	25.0	50.9	54.7	39.1	59.0	57.7	57.6
	N Tested	7	7	8	171	159	184	78497	76950	80549
ELP	% Grade Level	55.6	50.0	33.3	63.2	56.5	59.6	66.9	67.4	67.3
	N Tested	9	10	6	182	209	193	77225	77740	78992
English I	% Grade Level	37.5	50.0	33.3	55.5	60.0	65.6	60.7	64.6	68.4
	N Tested	8	10	6	173	195	186	88025	89775	93434
US History	% Grade Level	20.0	20.0	28.6	41.0	50.0	47.2	49.6	51.0	46.9
	N Tested	10	10	7	178	176	159	68004	69701	70930
Algebra II	% Grade Level		20.0	33.3		35.2	49.6		59.0	62.7
	N Tested		5	6		142	137		48957	52451
Physics	% Grade Level		na	na		66.7	100.0		72.1	72.9
	N Tested		na	na		6	12		11223	11429
Chemistry	% Grade Level		40.0	100.0		50.7	66.7		60.4	62.0
	N Tested		5	3		134	87		41262	42605
Geometry	% Grade Level		42.9	25.0		53.5	51.0		58.3	60.0
	N Tested		7	4		144	145		60413	64572
Phys.Science	% Grade Level		44.4	0		56.7	56.6		55.6	57.1
	N Tested		9	4		187	175		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

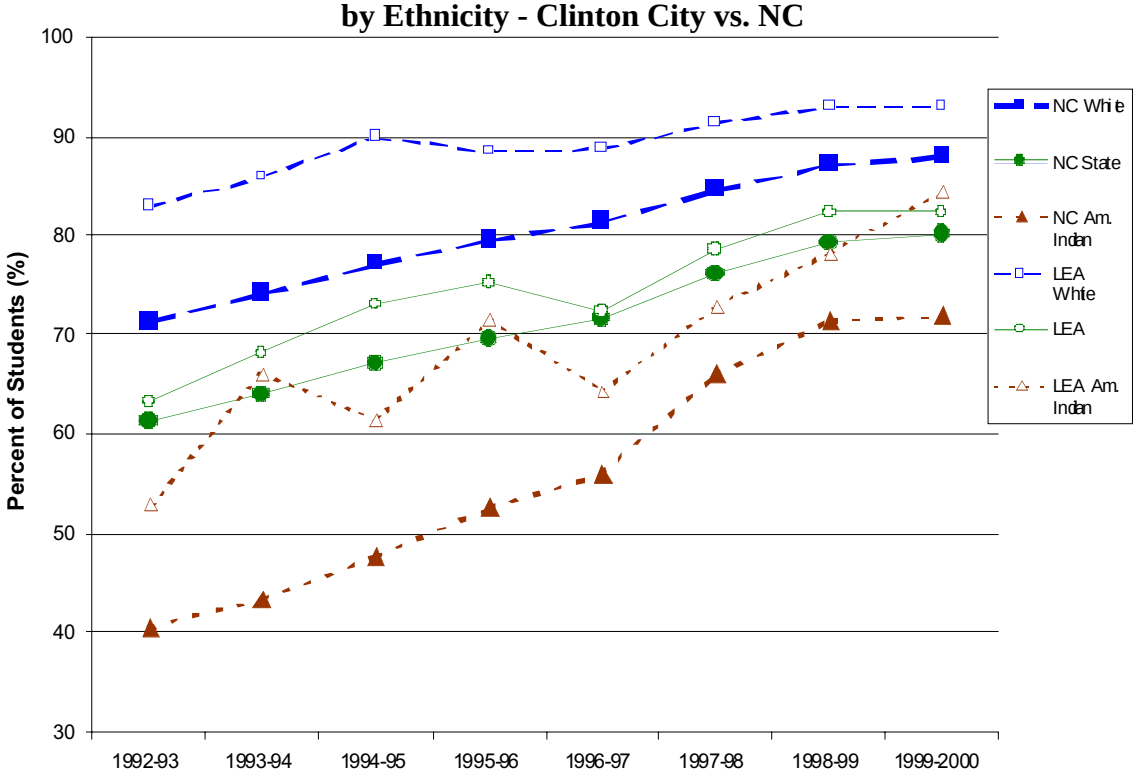
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Clinton City vs. NC



821

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Clinton City vs. NC



821

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

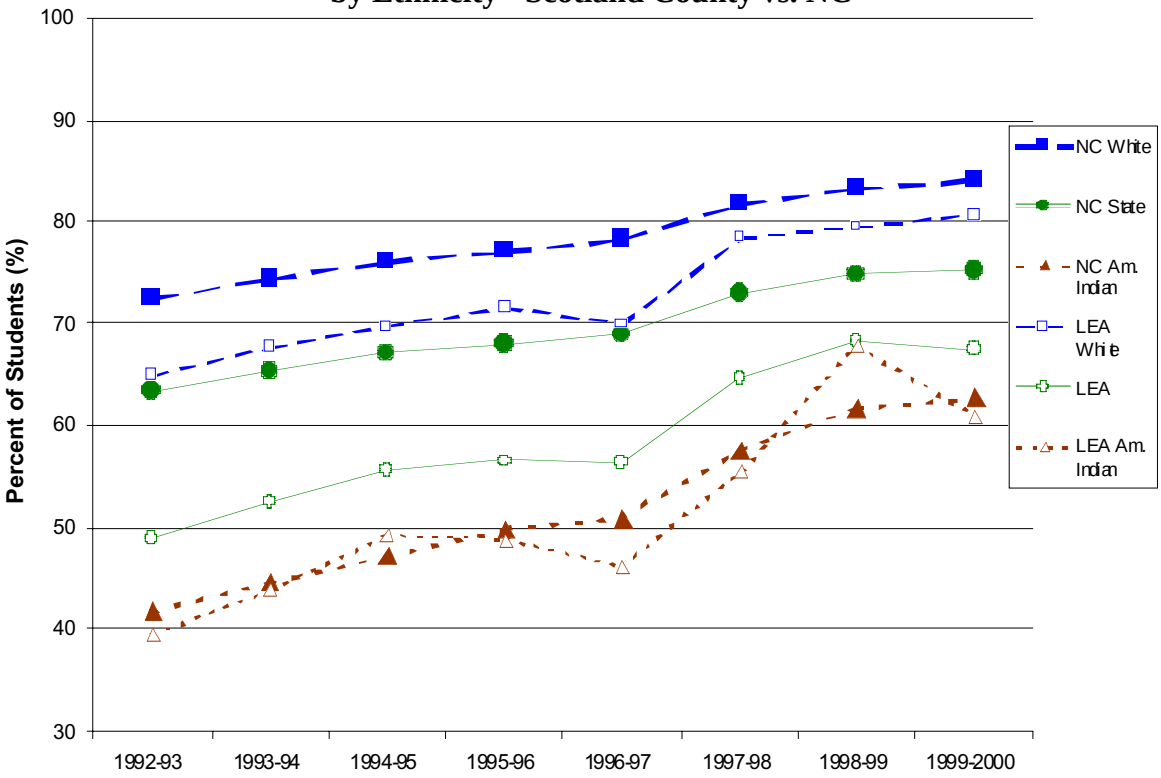
EOG	SCOTLAND COUNTY				Reading					
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	51.6	67.0	53.6	56.5	66.0	61.6	71.6	73.6	74.4
	N Tested	62	58	69	529	554	583	98304	100415	101064
4	% Grade Level	53.3	64.0	65.3	63.0	57.0	64.2	70.9	71.4	72.1
	N Tested	60	54	49	521	511	514	93947	97914	99451
5	% Grade Level	62.2	67.0	70.5	70.3	66.0	69.3	75.2	75.8	79.1
	N Tested	45	64	61	461	510	512	91412	94807	98099
6	% Grade Level	60.0	54.0	50.8	64.6	68.0	61.4	70.0	72.3	69.5
	N Tested	50	44	63	505	473	508	91369	93607	96489
7	% Grade Level	65.8	75.0	57.4	66.5	76.0	70.7	71.1	76.6	76.4
	N Tested	38	49	54	486	509	488	91154	91872	94031
8	% Grade Level	40.6	79.0	72.7	68.4	75.0	77.7	79.5	79.9	82.5
	N Tested	32	43	55	532	484	498	87669	90331	90984

EOG	SCOTLAND COUNTY				Math					
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	52.3	62.0	62.3	58.0	64.0	64.6	68.2	70.0	71.8
	N Tested	62	59	69	529	559	587	98759	100911	101572
4	% Grade Level	69.4	71.0	88.0	69.4	79.0	80.1	79.3	82.7	84.4
	N Tested	60	60	50	521	519	518	94339	98393	99990
5	% Grade Level	68.9	73.0	79.7	74.9	75.0	79.2	78.1	82.4	82.9
	N Tested	45	65	64	461	513	515	91775	95258	98558
6	% Grade Level	68.0	70.0	63.5	71.9	75.0	74.4	78.3	81.1	81.0
	N Tested	50	44	63	505	476	507	91501	93841	96708
7	% Grade Level	86.8	83.0	74.1	79.2	84.0	83.9	76.9	82.4	80.7
	N Tested	38	49	54	486	510	490	91255	92000	94124
8	% Grade Level	43.8	90.0	81.5	68.6	77.0	81.9	76.4	77.6	80.6
	N Tested	32	43	54	532	483	498	87745	90397	91053

EOC	SCOTLAND COUNTY				High School Subjects					
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	69.2	80.0	87.5	58.5	70.8	82.0	61.6	65.4	68.9
	N Tested	26	30	40	417	483	434	82881	87449	90109
Biology	% Grade Level	45.0	44.7	38.5	45.2	53.6	51.1	59.0	57.7	57.6
	N Tested	40	38	26	487	502	364	78497	76950	80549
ELP	% Grade Level	64.4	71.4	74.1	64.2	79.3	66.2	66.9	67.4	67.3
	N Tested	45	7	27	531	193	396	77225	77740	78992
English I	% Grade Level	46.0	35.3	50.0	52.6	55.0	59.9	60.7	64.6	68.4
	N Tested	50	34	46	500	553	499	88025	89775	93434
US History	% Grade Level	35.7	12.0	53.8	35.0	36.3	42.0	49.6	51.0	46.9
	N Tested	28	25	26	417	366	348	68004	69701	70930
Algebra II	% Grade Level		31.6	58.8		52.7	66.1		59.0	62.7
	N Tested		19	17		277	230		48957	52451
Physics	% Grade Level		100.0	na		62.1	56.8		72.1	72.9
	N Tested		1	na		58	37		11223	11429
Chemistry	% Grade Level		50.0	75.0		60.7	74.6		60.4	62.0
	N Tested		6	4		140	173		41262	42605
Geometry	% Grade Level		56.3	88.9		60.9	72.6		58.3	60.0
	N Tested		16	18		248	288		60413	64572
Phys.Science	% Grade Level		35.7	60.0		53.1	48.3		55.6	57.1
	N Tested		14	45		271	414		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

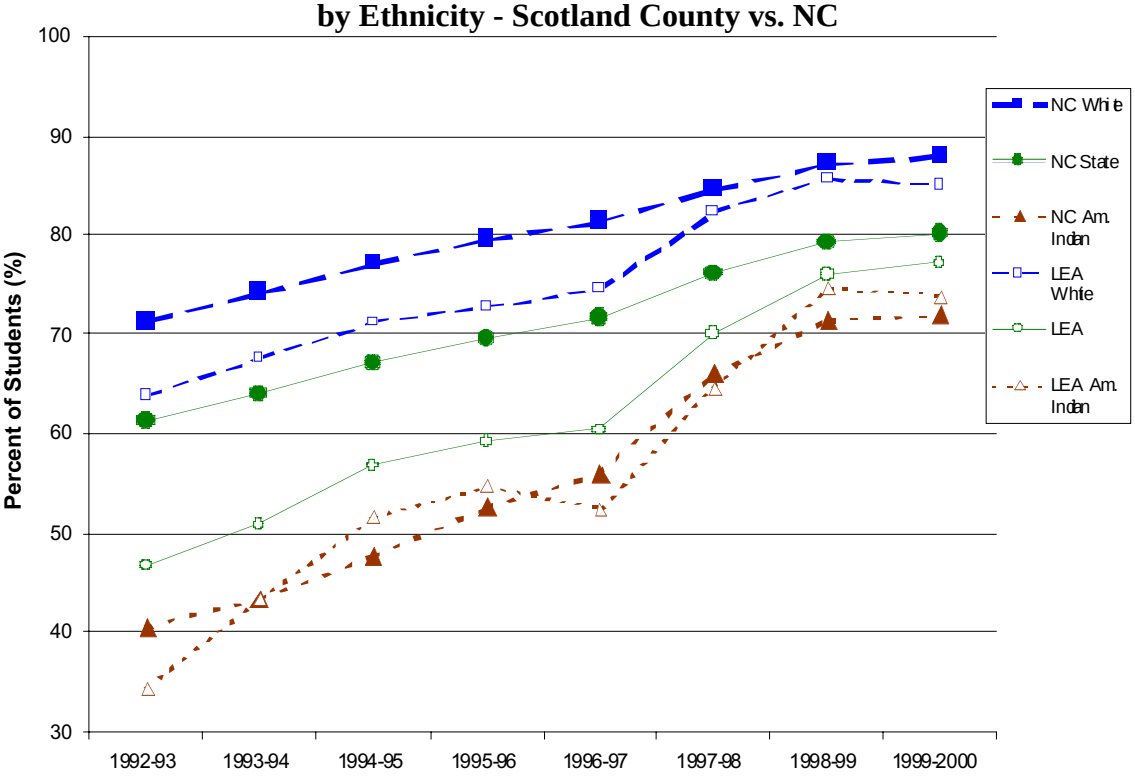
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Scotland County vs. NC



830

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Scotland County vs. NC



830

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

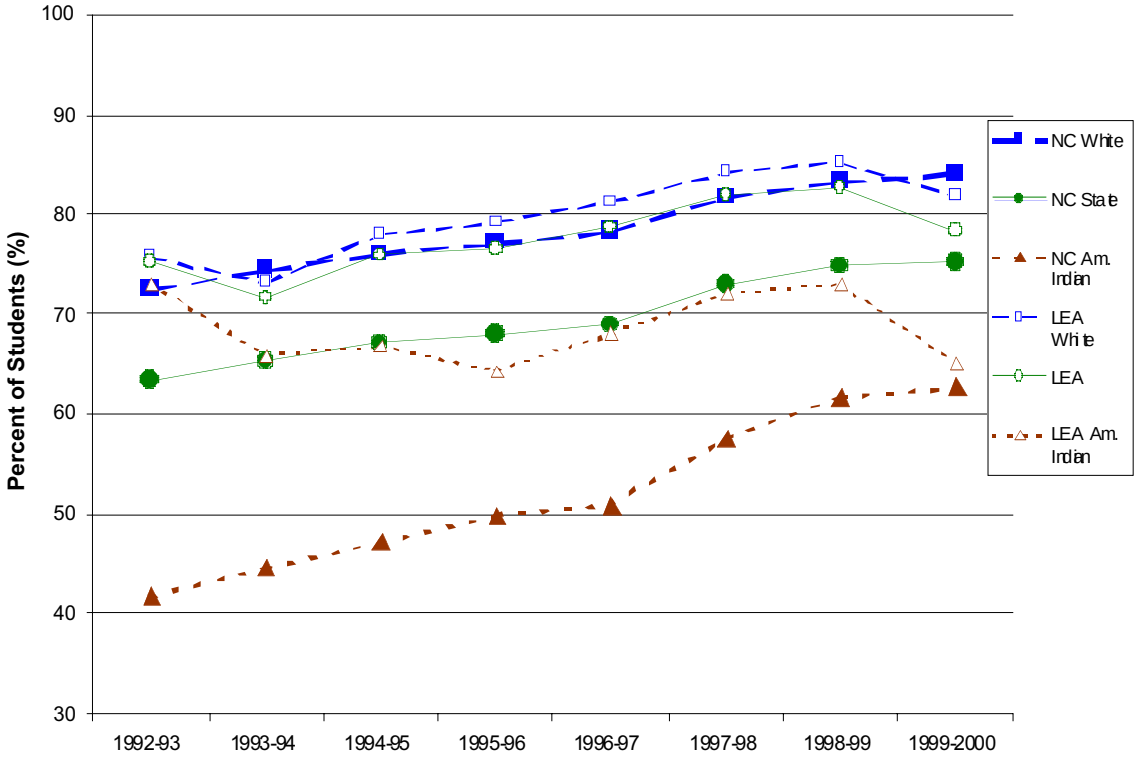
EOG	SWAIN COUNTY									Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	73.9	85.0	50.0	78.6	81.0	75.6	71.6	73.6	74.4
	N Tested	23	21	20	117	124	119	98304	100415	101064
4	% Grade Level	54.3	65.0	68.2	75.0	79.0	75.0	70.9	71.4	72.1
	N Tested	35	26	22	132	123	132	93947	97914	99451
5	% Grade Level	72.7	62.0	73.1	80.2	79.0	82.1	75.2	75.8	79.1
	N Tested	22	37	26	11	145	134	91412	94807	98099
6	% Grade Level	66.7	80.0	54.5	84.0	84.0	72.6	70.0	72.3	69.5
	N Tested	18	25	33	119	119	146	91369	93607	96489
7	% Grade Level	87.0	66.0	73.9	87.4	83.0	78.0	71.1	76.6	76.4
	N Tested	23	27	23	111	128	123	91154	91872	94031
8	% Grade Level	84.6	85.0	72.0	86.3	89.0	87.5	79.5	79.9	82.5
	N Tested	26	27	25	139	119	128	87669	90331	90984

EOG	SWAIN COUNTY									Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	78.3	85.0	60.0	88.0	89.0	79.8	68.2	70.0	71.8
	N Tested	23	21	20	117	124	119	98759	100911	101572
4	% Grade Level	94.3	76.0	90.9	94.7	91.0	91.7	79.3	82.7	84.4
	N Tested	35	26	22	132	123	132	94339	98393	99990
5	% Grade Level	86.4	78.0	92.3	89.2	86.0	91.8	78.1	82.4	82.9
	N Tested	22	37	26	111	145	134	91775	95258	98558
6	% Grade Level	66.7	92.0	72.7	89.9	95.0	84.9	78.3	81.1	81.0
	N Tested	18	25	33	118	119	146	91501	93841	96708
7	% Grade Level	78.3	77.0	82.6	82.0	89.0	86.2	76.9	82.4	80.7
	N Tested	23	27	23	111	128	123	91255	92000	94124
8	% Grade Level	65.4	77	76.0	79.1	87.0	88.3	76.4	77.6	80.6
	N Tested	26	27	25	139	119	128	87745	90397	91053

EOC	SWAIN COUNTY									High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	84.6	64.0	59.4	61.3	66.1	69.0	61.6	65.4	68.9
	N Tested	13	25	32	97	124	145	82881	87449	90109
Biology	% Grade Level	84.6	51.6	43.5	80.4	74.8	57.5	59.0	57.7	57.6
	N Tested	13	31	23	97	143	106	78497	76950	80549
ELP	% Grade Level	93.8	86.4	93.8	92.0	89.0	93.3	66.9	67.4	67.3
	N Tested	16	22	16	75	73	90	77225	77740	78992
English I	% Grade Level	48.6	73.3	80.8	72.6	73.7	81.7	60.7	64.6	68.4
	N Tested	35	30	26	146	137	120	88025	89775	93434
US History	% Grade Level	51.9	55.0	42.9	62.4	64.8	64.2	49.6	51.0	46.9
	N Tested	27	20	28	101	105	120	68004	69701	70930
Algebra II	% Grade Level		68.8	66.7		73.7	71.0		59.0	62.7
	N Tested		16	9		57	69		48957	52451
Physics	% Grade Level		80.0	na		71.4	100.0		72.1	72.9
	N Tested		5	na		21	4		11223	11429
Chemistry	% Grade Level		25.0	35.0		35.8	54.6		60.4	62.0
	N Tested		12	20		67	97		41262	42605
Geometry	% Grade Level		30.8	58.8		67.5	66.7		58.3	60.0
	N Tested		13	17		83	87		60413	64572
Phys.Science	% Grade Level		70.8	50.0		76.0	53.8		55.6	57.1
	N Tested		24	4		125	13		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

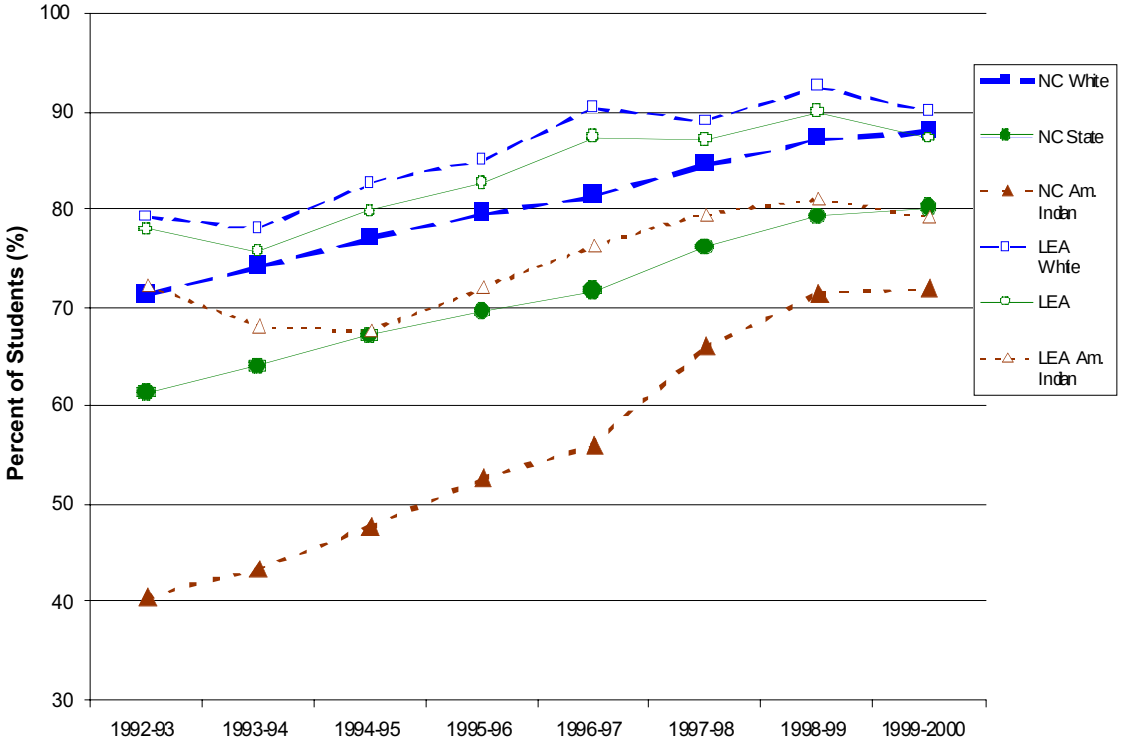
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Swain County vs. NC



870

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Swain County vs. NC



870

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

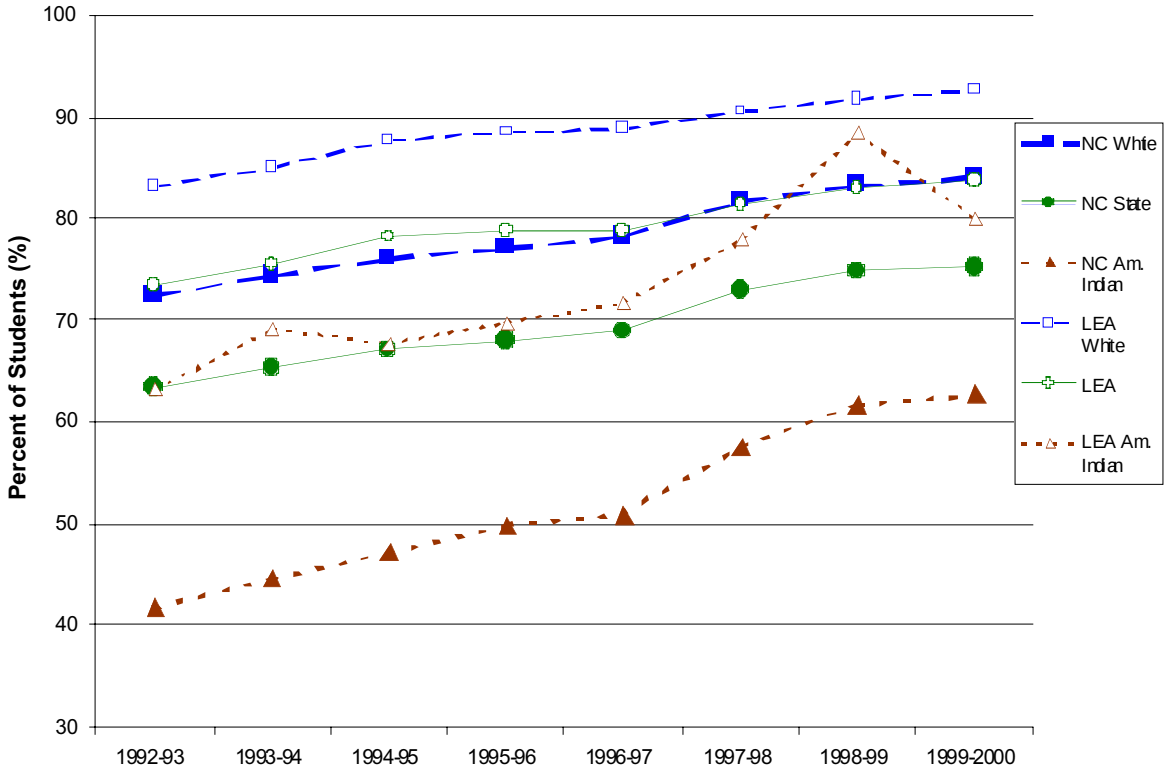
EOG	WAKE COUNTY									Reading
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	88.2	87.0	78.9	79.3	80.0	82.8	71.6	73.6	74.4
	N Tested	17	24	19	7448	7610	7918	98304	100415	101064
4	% Grade Level	72.2	85.0	68.0	80.3	80.0	81.3	70.9	71.4	72.1
	N Tested	18	21	25	71.8	7406	7725	93947	97914	99451
5	% Grade Level	88.2	88.0	84.6	84.3	84.0	87.7	75.2	75.8	79.1
	N Tested	17	17	26	69.87	7244	7674	91412	94807	98099
6	% Grade Level	53.3	84.0	83.3	78.9	80.0	77.9	70.0	72.3	69.5
	N Tested	15	19	18	6776	7034	7646	91369	93607	96489
7	% Grade Level	83.3	88.0	87.5	80.5	84.0	84.3	71.1	76.6	76.4
	N Tested	12	9	24	6669	6768	7316	91154	91872	94031
8	% Grade Level	83.3	100.0	80.0	86.5	87.0	88.7	79.5	79.9	82.5
	N Tested	12	14	15	6326	6587	6958	87669	90331	90984

EOG	WAKE COUNTY									Math
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	70.6	87.0	73.7	75.3	77.0	79.5	68.2	70.0	71.8
	N Tested	17	24	19	7448	7635	7960	98759	100911	101572
4	% Grade Level	66.7	85.0	84.0	84.1	88.0	88.9	79.3	82.7	84.4
	N Tested	18	21	25	7180	7425	7758	94339	98393	99990
5	% Grade Level	83.3	82.0	84.6	84.0	87.0	88.7	78.1	82.4	82.9
	N Tested	17	17	26	6987	7273	7709	91775	95258	98558
6	% Grade Level	53.3	80.0	94.4	82.7	84.0	85.2	78.3	81.1	81.0
	N Tested	15	20	18	6776	7028	7642	91501	93841	96708
7	% Grade Level	83.3	77.0	75.0	83.7	87.0	86.6	76.9	82.4	80.7
	N Tested	12	9	24	6669	6760	7309	91255	92000	94124
8	% Grade Level	75.0	92.0	73.3	83.2	83.0	85.6	76.4	77.6	80.6
	N Tested	12	14	15	6326	6600	6966	87745	90397	91053

EOC	WAKE COUNTY									High School Subjects
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	62.5	69.2	81.8	77.0	78.4	81.4	61.6	65.4	68.9
	N Tested	16	13	11	6210	6615	6868	82881	87449	90109
Biology	% Grade Level	63.6	72.7	58.3	74.3	68.4	70.7	59.0	57.7	57.6
	N Tested	22	11	12	6127	5939	6340	78497	76950	80549
ELP	% Grade Level	76.9	56.5	76.9	75.7	73.7	78.3	66.9	67.4	67.3
	N Tested	13	23	13	5994	6984	6784	77225	77740	78992
English I	% Grade Level	73.7	81.8	93.3	72.4	74.2	78.7	60.7	64.6	68.4
	N Tested	19	11	15	6248	6446	6946	88025	89775	93434
US History	% Grade Level	33.3	68.8	41.7	67.0	66.7	60.1	49.6	51.0	46.9
	N Tested	6	16	12	4872	5119	5526	68004	69701	70930
Algebra II	% Grade Level		46.2	70.0		77.3	75.8		59.0	62.7
	N Tested		13	10		4206	4621		48957	52451
Physics	% Grade Level		75.0	80.0		81.9	79.3		72.1	72.9
	N Tested		4	5		1707	1785		11223	11429
Chemistry	% Grade Level		84.6	70.0		77.7	74.6		60.4	62.0
	N Tested		13	10		3773	4020		41262	42605
Geometry	% Grade Level		56.3	87.5		74.1	75.0		58.3	60.0
	N Tested		16	8		4850	5109		60413	64572
Phys.Science	% Grade Level		46.2	100.0		59.2	62.4		55.6	57.1
	N Tested		13	4		3727	3283		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

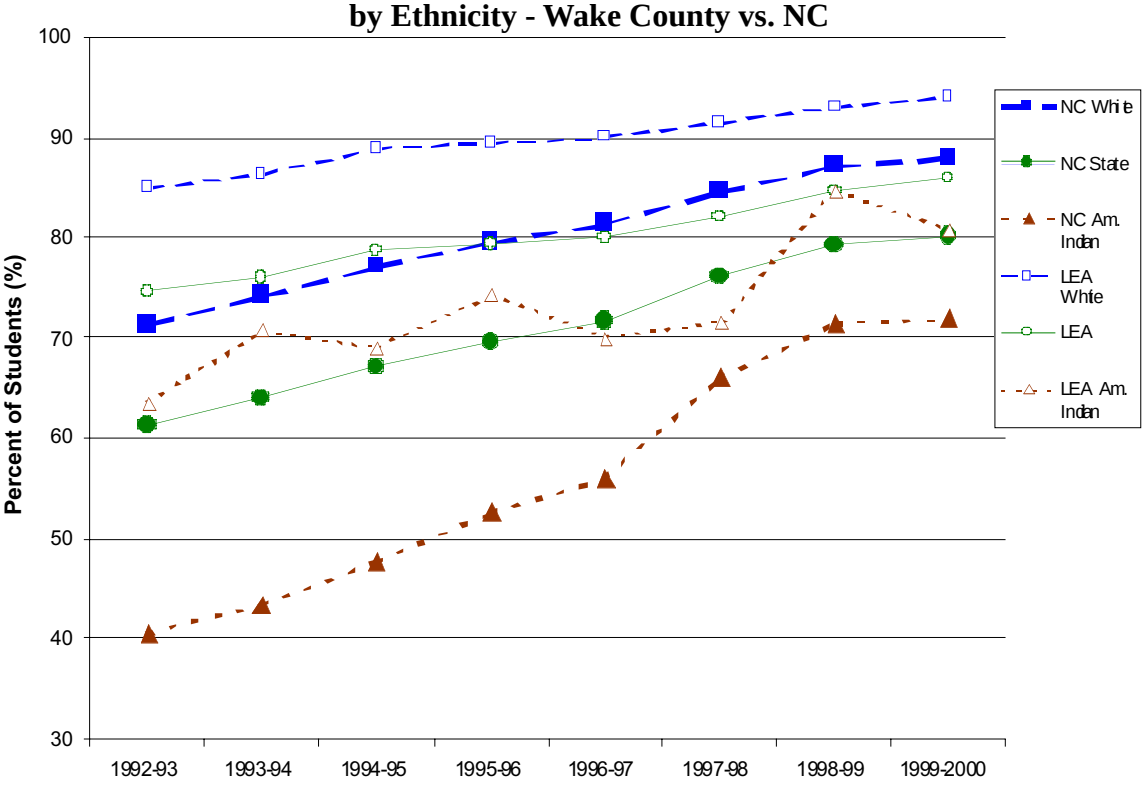
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Wake County vs. NC



920

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Wake County vs. NC



920

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

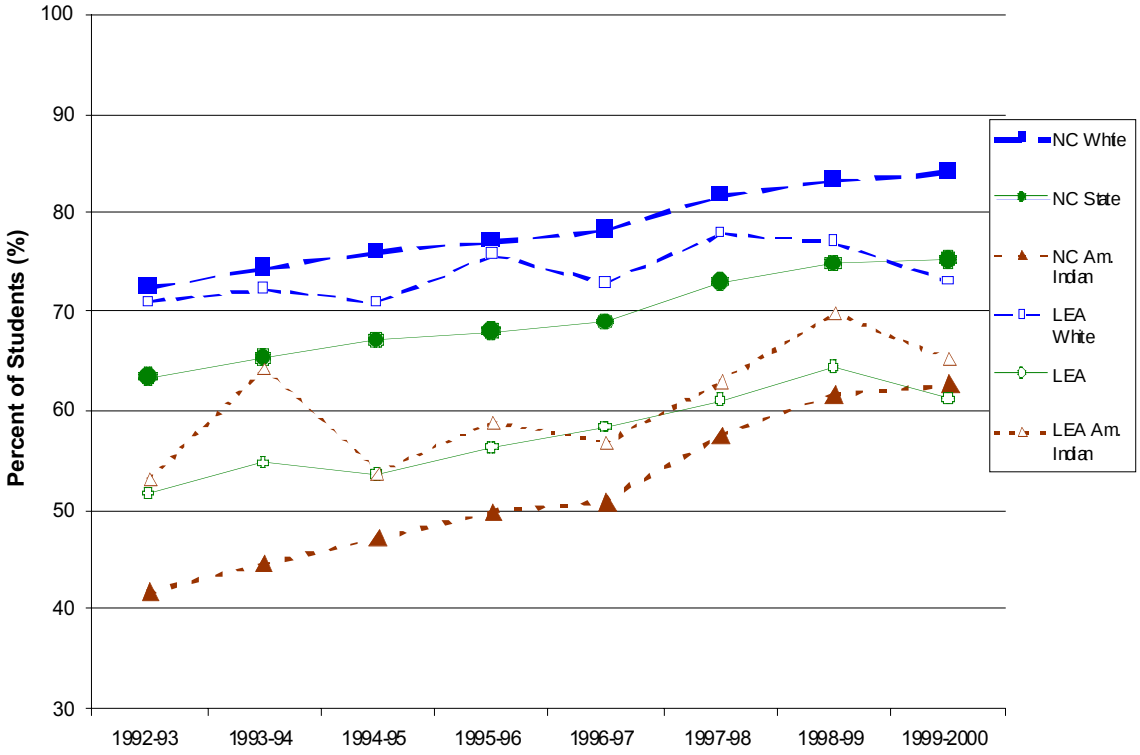
EOG		WARREN COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	61.5	91.0	54.5	59.5	66.0	60.5	71.6	73.6	74.4
	N Tested	13	12	11	262	273	253	98304	100415	101064
4	% Grade Level	42.9	75.0	70.0	61.2	58.0	58.7	70.9	71.4	72.1
	N Tested	14	12	10	273	255	259	93947	97914	99451
5	% Grade Level	58.3	88.0	71.4	727	68.0	65.9	75.2	75.8	79.1
	N Tested	12	9	14	220	255	252	91412	94807	98099
6	% Grade Level	48.8	46.0	54.5	55.2	62.0	52.5	70.0	72.3	69.5
	N Tested	15	13	11	250	234	259	91369	93607	96489
7	% Grade Level	66.7	64.0	50.0	53.2	58.0	59.5	71.1	76.6	76.4
	N Tested	12	14	16	284	250	257	91154	91872	94031
8	% Grade Level	100.0	61.0	92.3	67.9	70.0	71.2	79.5	79.9	82.5
	N Tested	7	13	13	234	281		87669	90331	90984

EOG		WARREN COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
3	% Grade Level	69.2	75.0	81.8	53.5	64.0	62.5	68.2	70.0	71.8
	N Tested	13	12	11	262	276	259	98759	100911	101572
4	% Grade Level	57.1	75.0	80.0	71.8	70.0	74.5	79.3	82.7	84.4
	N Tested	14	12	10	273	268	267	94339	98393	99990
5	% Grade Level	58.3	88.0	78.6	75.1	81.0	71.2	78.1	82.4	82.9
	N Tested	12	9	14	220	261	260	91775	95258	98558
6	% Grade Level	45.8	76.0	72.7	57.1	72.0	64.4	78.3	81.1	81.0
	N Tested	15	13	11	250	237	261	91501	93841	96708
7	% Grade Level	69.2	85.0	68.8	57.2	65.0	65.2	76.9	82.4	80.7
	N Tested	12	14	16	284	250	256	91255	92000	94124
8	% Grade Level	85.7	76.0	100.0	59.8	70.0	70.9	76.4	77.6	80.6
	N Tested	7	13	13	234	281	234	87745	90397	91053

EOC		WARREN COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1998	1999	2000	1998	1999	2000	1998	1999	2000
Algebra I	% Grade Level	57.1	45.5	50.0	44.2	38.8	30.6	61.6	65.4	68.9
	N Tested	14	11	12	217	240	245	82881	87449	90109
Biology	% Grade Level	0	46.2	50.0	30.1	35.2	31.9	59.0	57.7	57.6
	N Tested	7	13	8	216	213	204	78497	76950	80549
ELP	% Grade Level	40.0	46.2	26.7	47.1	40.4	33.4	66.9	67.4	67.3
	N Tested	10	13	15	263	280	296	77225	77740	78992
English I	% Grade Level	30.8	62.5	42.9	47.3	49.6	50.0	60.7	64.6	68.4
	N Tested	13	8	14	256	228	282	88025	89775	93434
US History	% Grade Level	33.3	14.3	33.3	33.5	29.1	34.3	49.6	51.0	46.9
	N Tested	12	7	9	197	179	216	68004	69701	70930
Algebra II	% Grade Level		0	50.0		23.9	35.0		59.0	62.7
	N Tested		4	10		92	103		48957	52451
Physics	% Grade Level		33.3	0		69.8	72.9		72.1	72.9
	N Tested		3	1		43	48		11223	11429
Chemistry	% Grade Level		33.3	50.0		52.4	40.5		60.4	62.0
	N Tested		3	4		82	84		41262	42605
Geometry	% Grade Level		58.3	16.7		56.3	42.3		58.3	60.0
	N Tested		12	6		103	137		60413	64572
Phys.Science	% Grade Level		30.0	26.7		27.6	27.4		55.6	57.1
	N Tested		10	15		293	288		66838	67066

Trend of EOG Reading Performance: 1993 to 2000

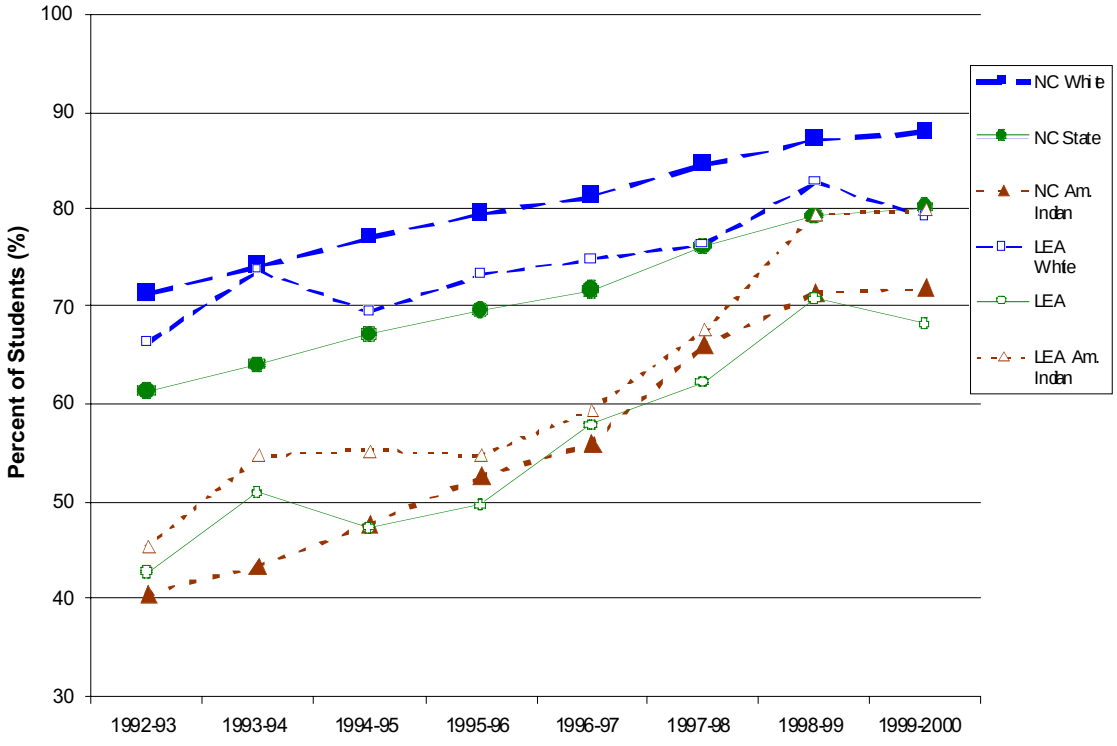
Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Warren County vs. NC



930

Trend of EOG Math Performance: 1993 to 2000

Percent of Grades 3 to 8 Students at/above Grade Level
by Ethnicity - Warren County vs. NC



930

Part Three

Dropout, Attendance and Other Outcomes for American Indian Students in North Carolina

Pathways to the 21st Century

Overview

Under the North Carolina's ABCs program for school reform, local education agencies as well as the Department of Public Instruction have increased responsibilities for keeping students enrolled in school through high school graduation. It goes without saying that the dropout rate among high school students is a national tragedy, particularly for American Indian students. Closer examination of dropout data for North Carolina reveals that males are more at risk in each racial group. The disaggregated data show that American Indian males, Black males, and Hispanic males continue to dominate in terms of the percent of each race and gender group in grades 1-12 who dropped out in 1999-2000 (see table 1). Tables and graphs are included in this part of the report as visual presentation of the statistics related to the dropout rate of American Indian students in North Carolina. Specific information is provided regarding those local education agencies who are grantees for Title IX Indian Education Programs.

In the 2001 Report, additional tables and graphs are presented to display evidences of other factors that contribute to the overall performance of American Indian students in the North Carolina public schools. This includes information on attendance, suspension and expulsion, enrollment in honors courses, enrollment in and performance in advanced placement (AP) courses, SAT results, and availability of computers in the homes.

An Analysis of Dropout Data: American Indian Students in North Carolina

The data in this report are presented in such a way that it is possible to: (1) look at trend data over time; (2) compare the number of American Indian dropouts with the total number of all dropouts in a school system and the state; and (3) compare the dropout rate for American Indian students with that of all students in a school system and the state. **It is important to note that data are reported as a duplicated count, which counts each incident of dropping out.** Specific findings include:

- Dropout data for American Indians continues to show increases higher than any other disaggregated group when compared to dropout data in 1998-99.
- The rate of dropout for American Indian males improved statewide by four tenths of a percent while female increased by almost seven tenths of a percent when compared to dropout data in 1998-99.
- The percentage of American Indian males who dropped out of school in 2000 remains greater than all other race and gender groups.
- The percentage of American Indian females who dropped out of school in 2000 represents the highest of all other female groups.
- While American Indian students represented only 1.5% of the total school membership in 2000, they represent 2.6% of the total dropouts.

Statewide Dropout Data for Grades 7-12
1998-2000
(Duplicated Count)

	American Indian Students			State (All Students)		
	98	**99**	**00**	**98**	**99**	**00**
Total Number of Students	7,616	7,645	7,751	518,193	525,582	532,765
Total Number of Dropouts	439	618	643	19,541	25,555	24,596
Dropout Rate (per 100 students)	5.76	8.08	8.30	3.77	4.86	4.62

Note: In accordance with a State Board of Education policy change, students who left school prior to graduating and enrolled in community college programs were counted as dropouts beginning in 1998-99. This change will make comparisons of the 1998-99 and 1999-00 data with previous years of data difficult at best.

A student is counted as a dropout if he or she:

- has enrolled in school at some time during the reporting year;
- was not enrolled on the 20th day of the current school year; and
- has not graduated from high school or completed a state or district approved education program and does not meet any of the following exclusions.

Exclusions are made for students who transferred to another public school district, private school, home school or state/district approved educational program; were temporarily absent due to suspension or illness; or death.

North Carolina Public Schools Dropout Data for Grades 7-12
(Duplicated Count)

System	American Indian				System				State			
Columbus County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	171	175	183	181	3,404	3,376	3,379	3,370	508,140	518,193	525,582	532,765
Total Number of Dropouts	13	9	12	18	140	130	159	190	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	7.60	5.14	6.56	9.94	4.11	3.85	4.71	5.64	3.88	3.77	4.86	4.62
Cumberland County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	350	362	387	424	21,209	21,272	21,840	22,238	508,140	518,193	525,582	532,765
Total Number of Dropouts	27	20	30	38	868	776	994	803	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	7.71	5.52	7.75	8.96	4.09	3.65	4.55	3.61	3.92	3.77	4.86	4.62
Graham County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	69	47	49	60	537	507	514	502	508,140	518,193	525,582	532,765
Total Number of Dropouts	7	2	6	1	32	17	47	20	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	10.14	4.26	12.24	1.67	5.96	3.35	9.14	3.98	3.88	3.77	4.86	4.62
Guilford County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	140	151	151	166	24,364	24,931	25,574	26,248	508,140	518,193	525,582	532,765
Total Number of Dropouts	12	15	10	16	723	852	1,152	1,104	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	8.57	9.93	6.62	9.64	2.97	3.42	4.50	4.21	3.88	3.77	4.86	4.62
Halifax County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	173	176	159	164	2,814	2,789	2,657	2,624	508,140	518,193	525,582	532,765
Total Number of Dropouts	8	18	10	14	108	105	98	138	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	4.62	10.23	6.29	8,54	3.84	3.76	3.69	5.26	3.88	3.77	4.86	4.62
Hertford County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	18	14	15	15	1,956	1,953	1,954	1,875	508,140	518,193	525,582	532,765
Total Number of Dropouts	0	0	1	0	45	34	78	111	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	0.00	0.00	6.67	0.00	2.30	1.74	3.99	5.92	3.88	3.77	4.86	4.62

Note: Data provided by the Effective Practices Section of the Department of Public Instruction.

System	American Indian				System				State			
Hoke County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	345	320	338	325	2,384	2,425	2,492	2,450	508,140	518,193	525,582	532,765
Total Number of Dropouts	15	29	109	31	86	63	129	165	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	4.69	8.58	4.53	9.54	2.60	5.18	3.92	6.73	3.88	3.77	4.86	4.62
Jackson County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	142	138	131	138	1,658	1,651	1,640	1,635	508,140	518,193	525,582	532,765
Total Number of Dropouts	11	6	10	8	72	65	75	68	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	7.75	4.35	7.63	5.80	4.34	3.94	4.57	4.16	3.88	3.77	4.86	4.62
Person County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	11	10	11	11	2,347	2,395	2,420	2,457	508,140	518,193	525,582	532,765
Total Number of Dropouts	0	0	0	0	76	81	118	110	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	0.00	0.00	0.00	0.00	3.24	3.38	4.88	4.48	3.88	3.77	4.86	4.62
Richmond County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	44	37	42	44	3,438	3,433	3,396	3,350	508,140	518,193	525,582	532,765
Total Number of Dropouts	3	1	2	2	84	72	172	163	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	6.82	2.70	4.76	4.55	2.44	2.10	5.06	4.87	3.88	3.77	4.86	4.62
Robeson County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	4,429	4,322	4,308	4,311	9,956	9,817	9,883	9,999	508,140	518,193	525,582	532,765
Total Number of Dropouts	331	245	353	369	598	450	706	735	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	7.47	5.67	8.19	8.56	6.01	4.58	7.14	7.35	3.88	3.77	4.86	4.62
Sampson County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	31	35	33	33	3,113	3,168	3,089	3,108	508,140	518,193	525,582	532,765
Total Number of Dropouts	0	0	4	0	37	38	131	85	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	0.00	0.00	12.12	0.00	1.19	1.20	4.24	2.73	3.88	3.77	4.86	4.62

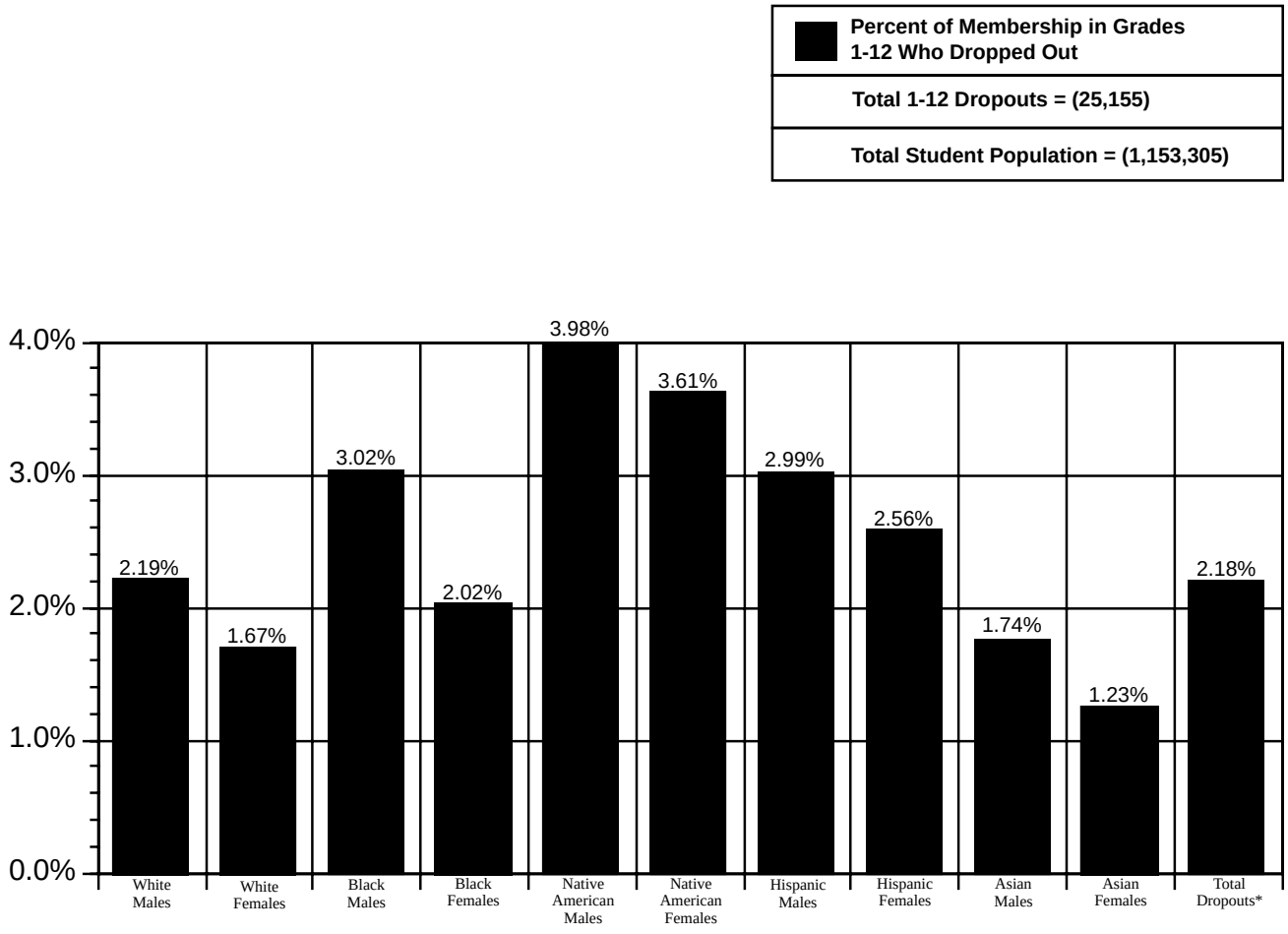
System	American Indian				System				State			
Clinton City	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	57	53	46	46	1,140	1,089	1,106	1,114	508,140	518,193	525,582	532,765
Total Number of Dropouts	4	2	2	3	40	26	44	58	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	7.02	3.77	4.35	6.52	3.51	2.39	3.98	5.21	3.88	3.77	4.86	4.62
Scotland County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	273	242	242	260	3,160	3,093	2,959	2,869	508,140	518,193	525,582	532,765
Total Number of Dropouts	25	15	19	20	163	125	149	169	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	9.16	6.20	7.85	7.69	5.16	4.04	5.04	5.89	3.88	3.77	4.86	4.62
Swain County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	151	171	166	163	735	758	757	766	508,140	518,193	525,582	532,765
Total Number of Dropouts	6	12	19	11	25	51	44	33	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	3.97	7.02	11.45	6.75	3.40	6.73	5.81	4.31	3.88	3.77	4.86	4.62
Wake County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	69	76	88	90	34,729	36,777	37,946	39,404	508,140	518,193	525,582	532,765
Total Number of Dropouts	0	1	6	7	1,015	1,079	1,224	1,114	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	0.00	1.32	6.82	7.78	2.92	2.93	3.23	2.83	3.88	3.77	4.86	4.62
Warren County	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**	**97**	**98**	**99**	**00**
Total Number of Students	76	71	67	70	1,422	1,391	1,403	1,429	508,140	518,193	525,582	532,765
Total Number of Dropouts	5	2	3	2	86	62	72	116	19,730	19,541	25,555	24,596
Dropout Rate (per 100 students)	6.58	2.82	4.48	2.86	6.05	4.46	5.13	8.12	3.88	3.77	4.86	4.62

Note: In accordance with a State Board of Education policy change, students who left school prior to graduating and enrolled in community college programs were counted as dropouts beginning in 1998-99. This change will make comparisons of the 1998-99 and 1999-00 data with previous years of data difficult at best.

One of the most informative graphs is shown below and presents that part of each gender/racial group which drops out in grades 1-12. Note that the state rate for each group shown elsewhere in this book is for grades 7-12. In addition, close study of this graph indicates that males are the more at risk in each racial group.

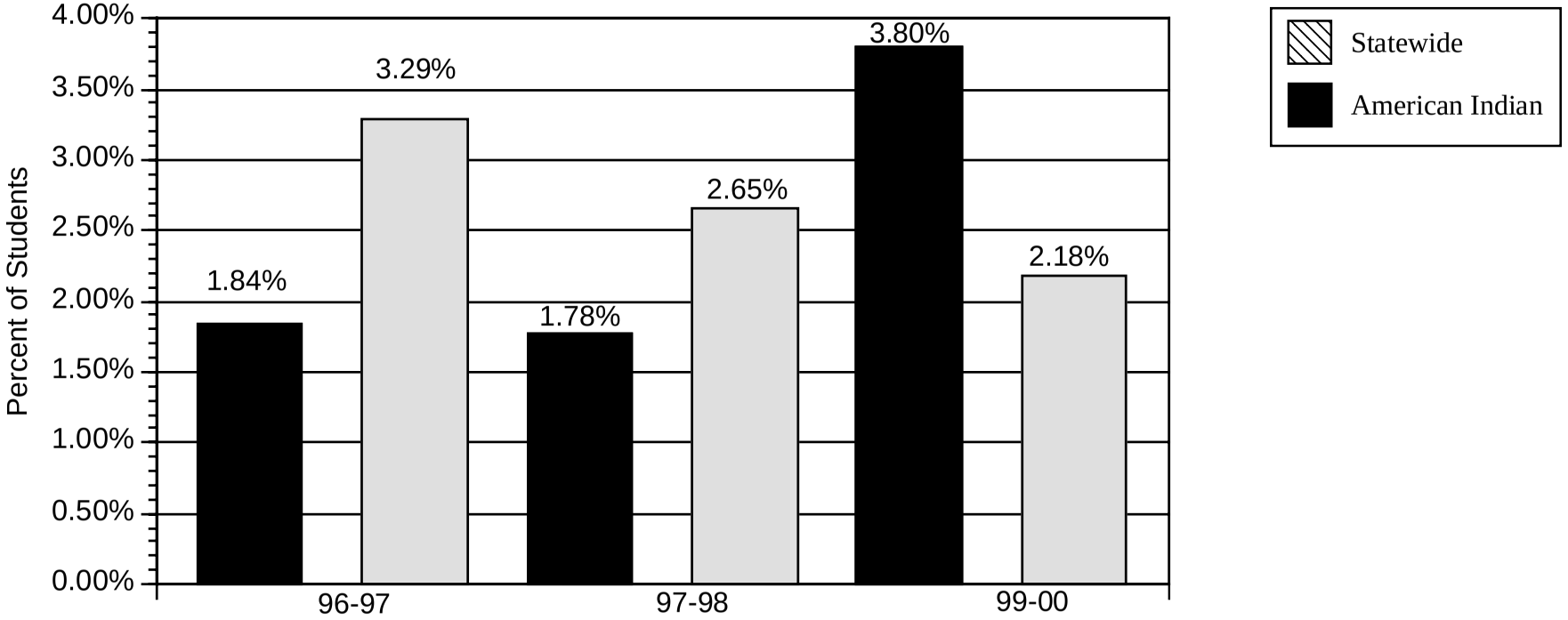
Since last year, the dropout rates for Native American students, both male and female, show increases.

Percent of Each Race/Gender Group in Grades 1-12 Who Dropped Out 1999-00

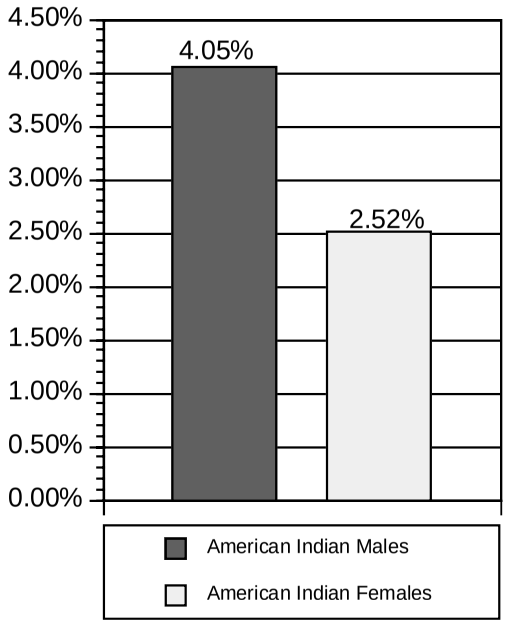


* (as a percent of total student population, grades 1-12)

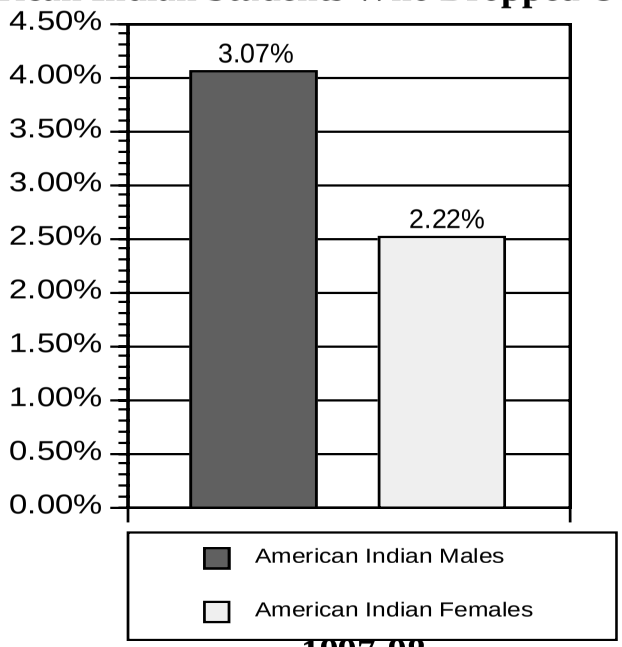
Statewide and American Indian Percentage of Dropouts
3-Year Trend for Grades 1-12



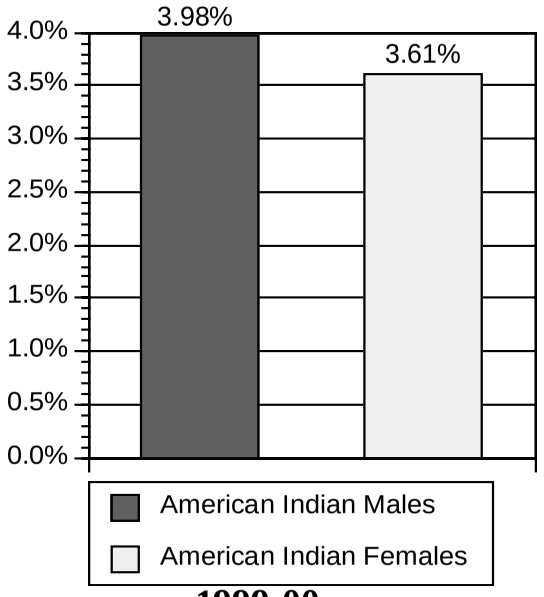
Percent of American Indian Students Who Dropped Out by Gender



1996-97

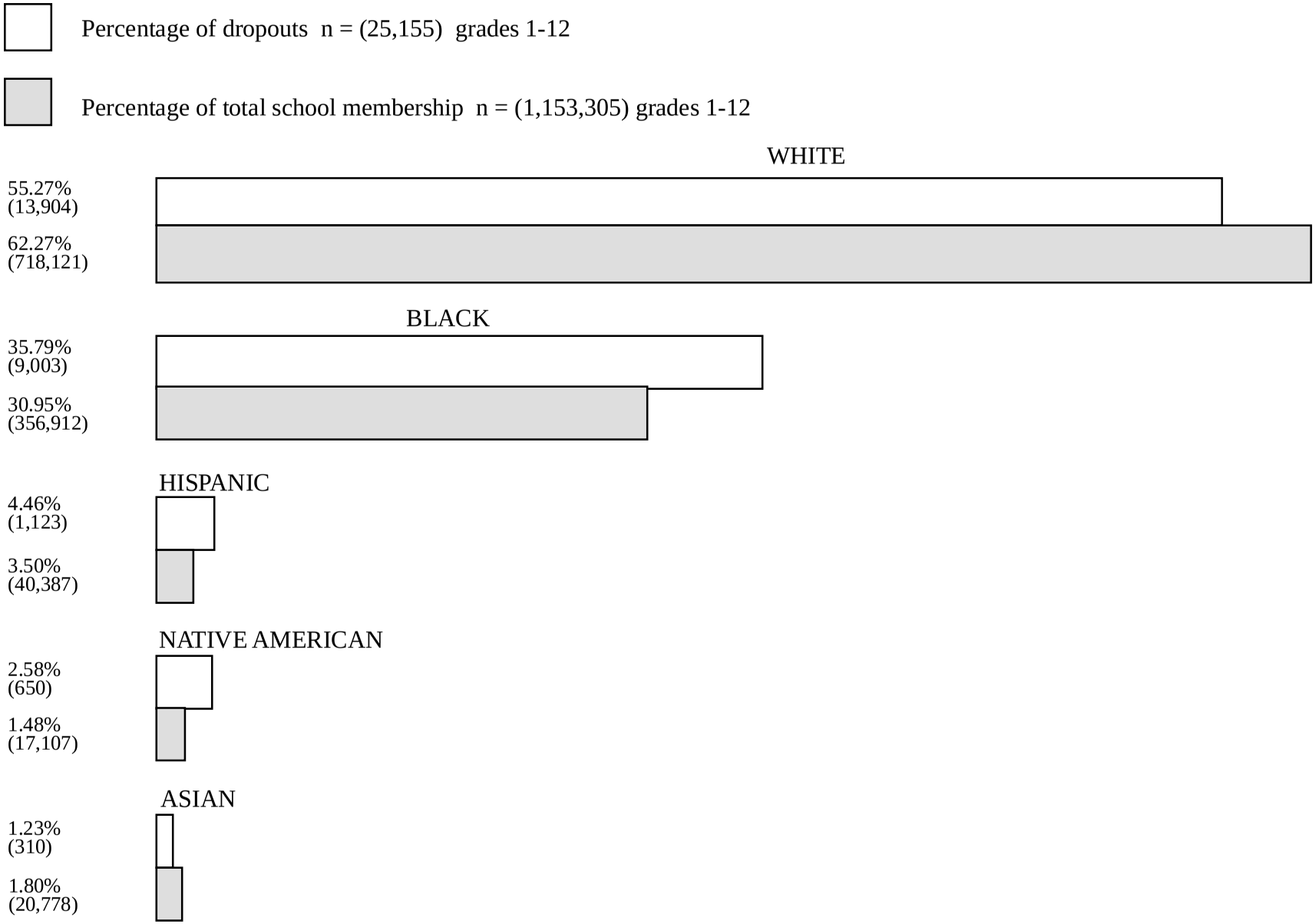


1997-98



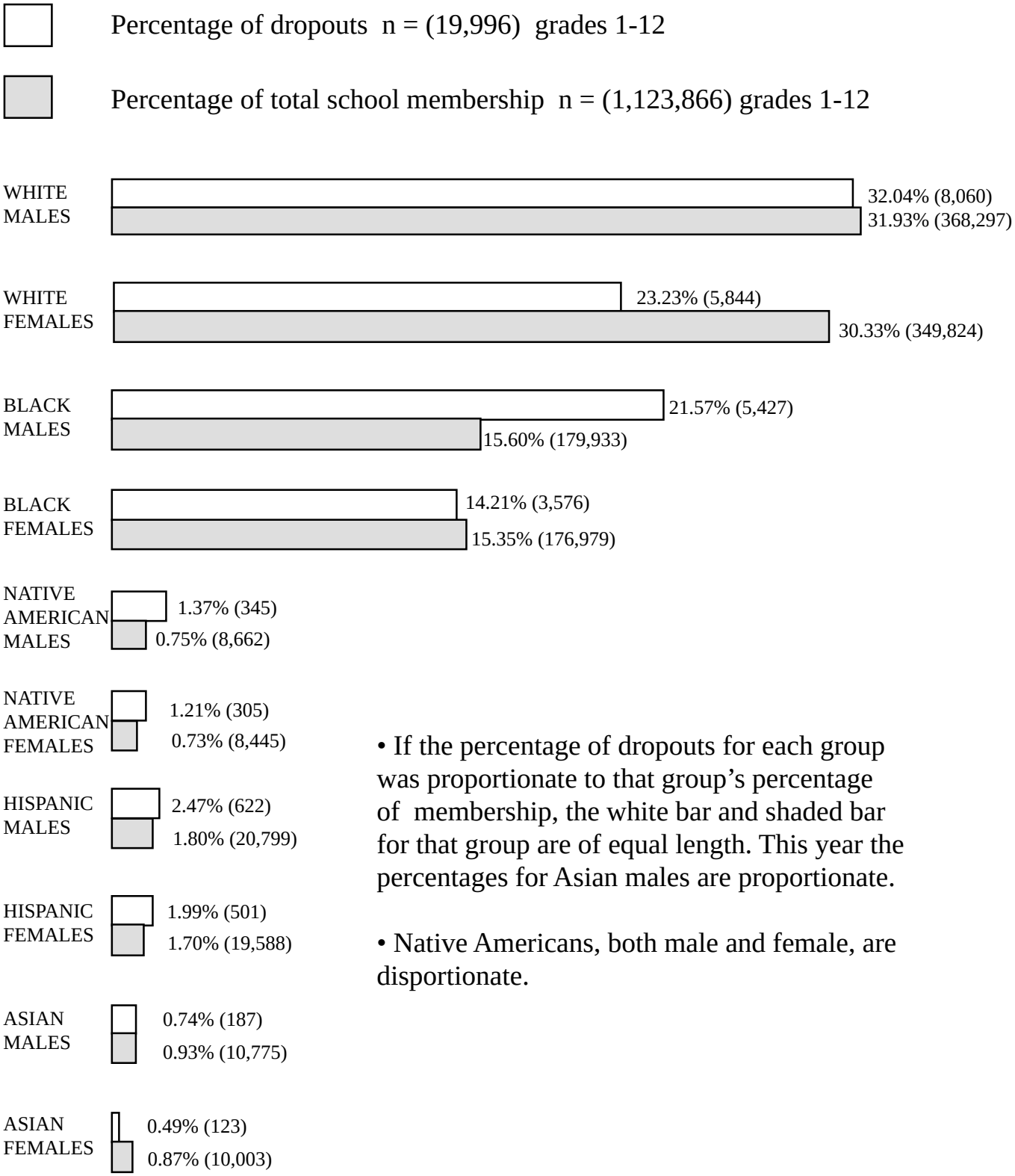
1999-00

North Carolina School Membership and Dropouts by Race, 1999-00*



We did not attempt to graph multi-racial students. This group's total membership is not available.
These bars are not to scale.
* for duplicated counts of dropouts in grades 1-12

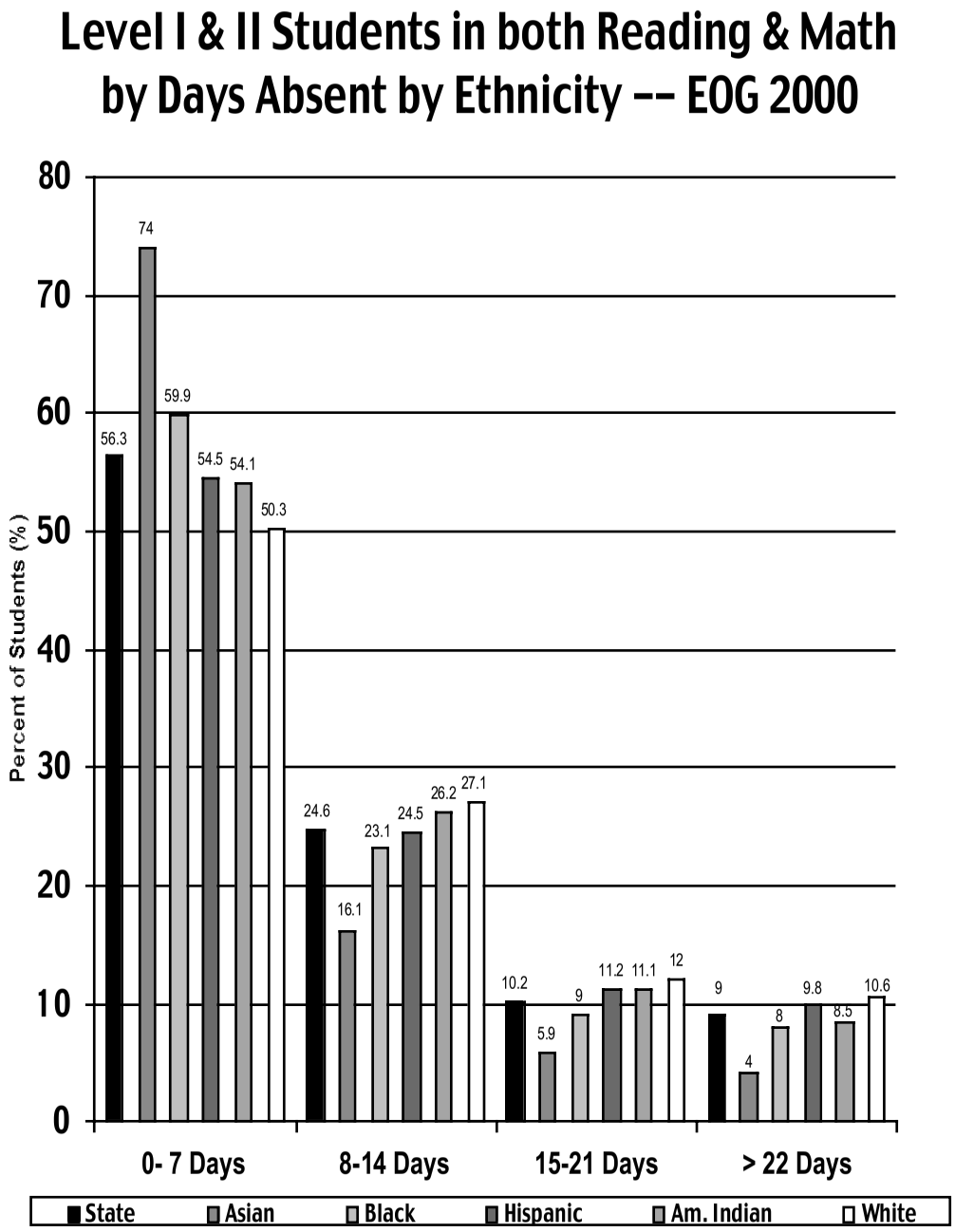
North Carolina School Membership and Dropouts by Race and Gender, 1999-00*



• If the percentage of dropouts for each group was proportionate to that group's percentage of membership, the white bar and shaded bar for that group are of equal length. This year the percentages for Asian males are proportionate.

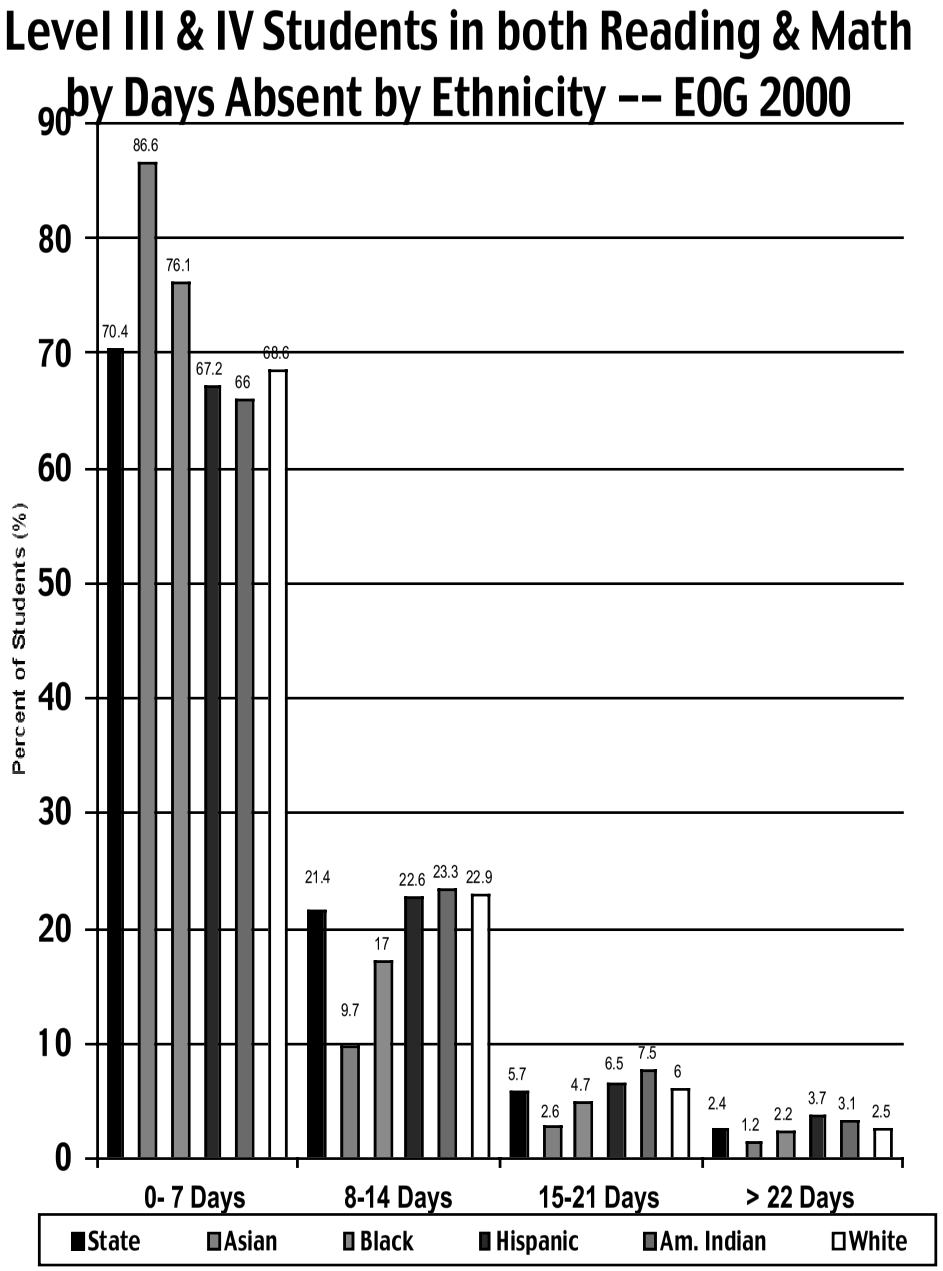
• Native Americans, both male and female, are disportionate.

We did not attempt to graph multi-racial students. This group's total membership is not available.
These bars are not to scale.
* for duplicated counts of dropouts in grades 1-12



• Absenteeism among lower-achieving American Indian students in grades 3-8 basically mirrors the data for lower-achieving students as a whole. Most ethnic groups are roughly equal to each other, except Asian students, who are reported by their teachers to be absent less often than other lower-achieving students.

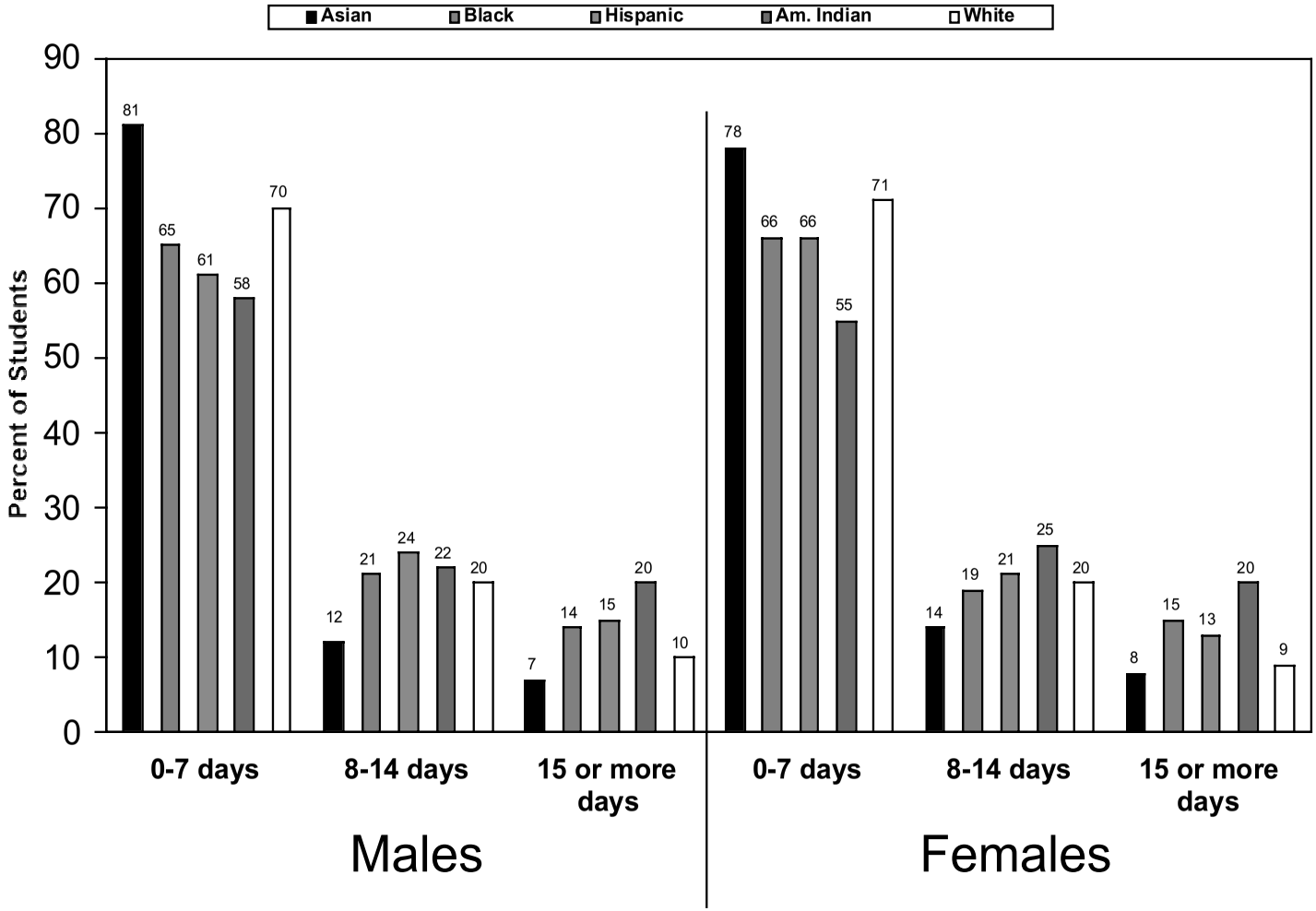
Source of data: Header sheet of the 1999-2000 End-of-Grade test data, completed by the teacher.



• Absenteeism among higher-achieving American Indian students in grades 3-8 is slightly higher than absenteeism among other higher-achieving students.

Source of data: Header sheet of the 1999-2000 End-of-Grade test data, completed by the teacher.

Days Absent During 1999-2000 - HS Comprehensive Test



• Absenteeism among American Indian students in grade 10 is higher than absenteeism among other 10th grade students. This is true among both males and females.

Source of data: Header sheet of the 1999-2000 High School Comprehensive Test (taken by 10th graders), completed by the teacher.

Gender and Ethnic Distribution of Long-Term Suspended and Expelled Students by Percent* 1999-2000

Gender	Ethnic Category	Percent of Long-Term Suspended	Percent of Expelled	Percent of Statewide Enrollment
Male	White	30	34	32
	Black**	44	45	15.64
	Asian	1	0	0.87
	Hispanic-Latino	2	1	1.60
	American Indian	1	0	0.76
Female	White	8	6	30.52
	Black**	14	11	15.32
	Asian	0	1	0.82
	Hispanic-Latino	0	0	1.50
	American Indian	0	0	0.74
	Total	100%	98%***	100%

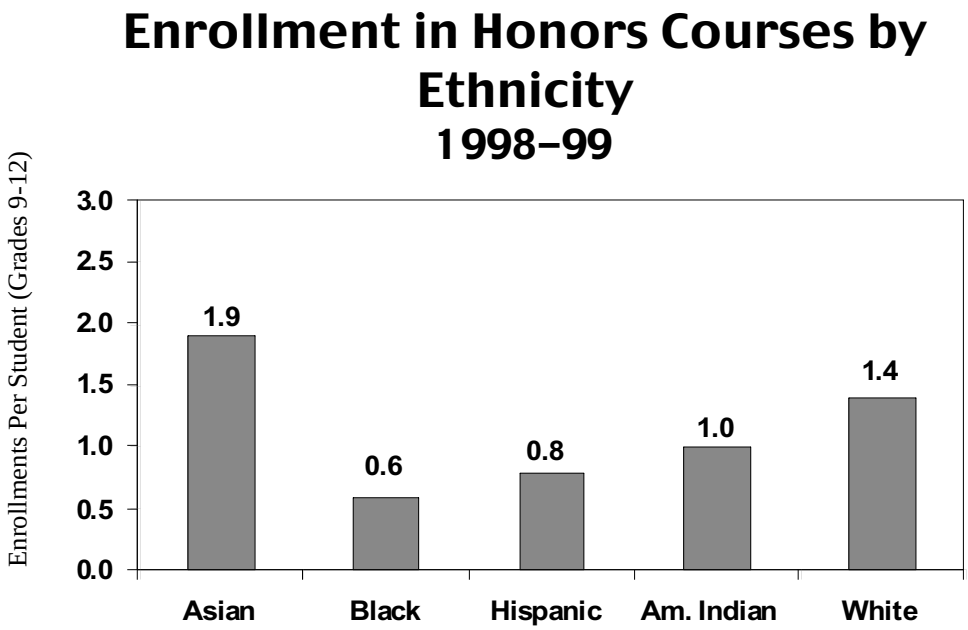
• During 1999-2000, American Indian students were suspended and/or expelled at a rate that is roughly equal to their representation in the student population. In other words, American Indian students were *neither overrepresented nor underrepresented* among long-term suspended and expelled students during 1999-2000.

Source of data: 1999-2000 suspension/expulsion survey conducted for the General Assembly by the Evaluation Section at DPI.

* Charter schools are not included in this table.

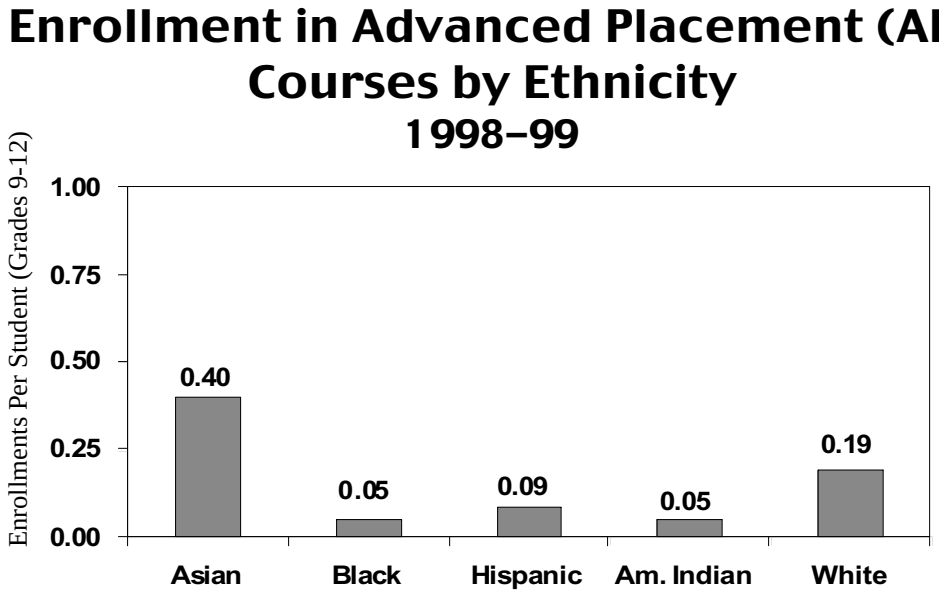
** Includes Multiracial, which is less than 1 percent.

*** Due to rounding, does not equal 100%.



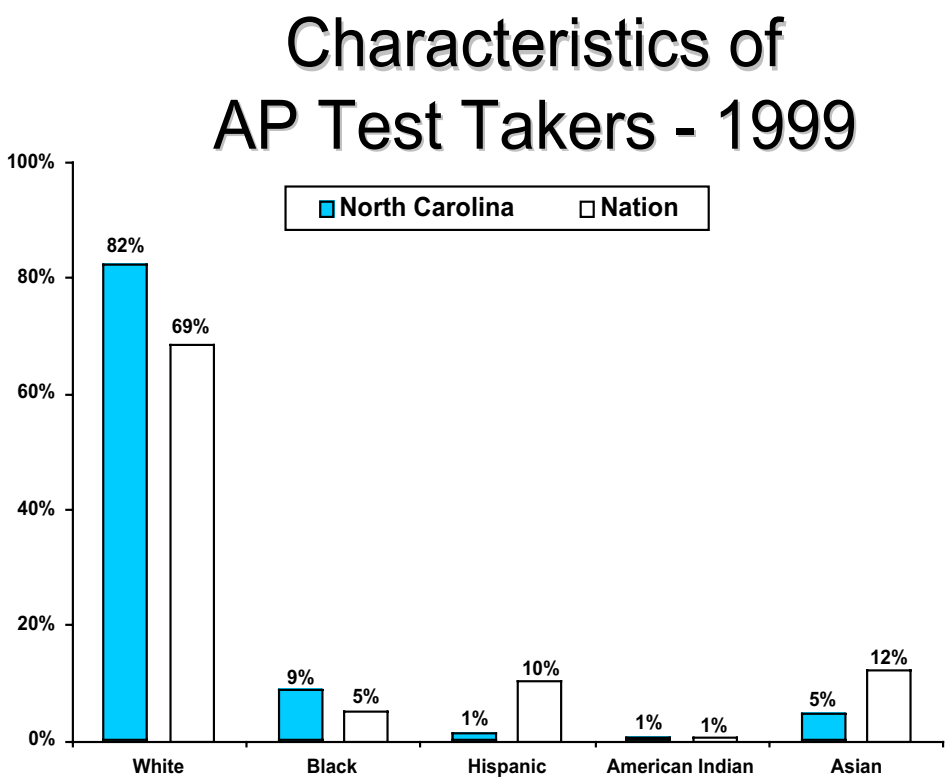
During 1998-1999, The average American Indian student was enrolled in one honors course. Both White and Asian students, however, enrolled in honors courses at a higher rate (1.4 enrollments per student and 1.9 enrollments per student, respectively), while Black and Hispanic students were enrolled at a lower rate (0.6 and 0.8 enrollments per student, respectively).

Source of data: Taken from DPI databases. These data represent the number of *enrollments* in honors courses by ethnicity, NOT the actual number of *students* from each ethnic group who took honors courses. These rates were calculated by taking the number of enrollments (or 'slots') in honors courses that were occupied by students from each ethnic group and dividing it by the total number of students enrolled in grades 9-12 from that ethnic group. Therefore, some students may account for multiple enrollments (or 'slots') in these courses if they took more than one honors course during that school year.



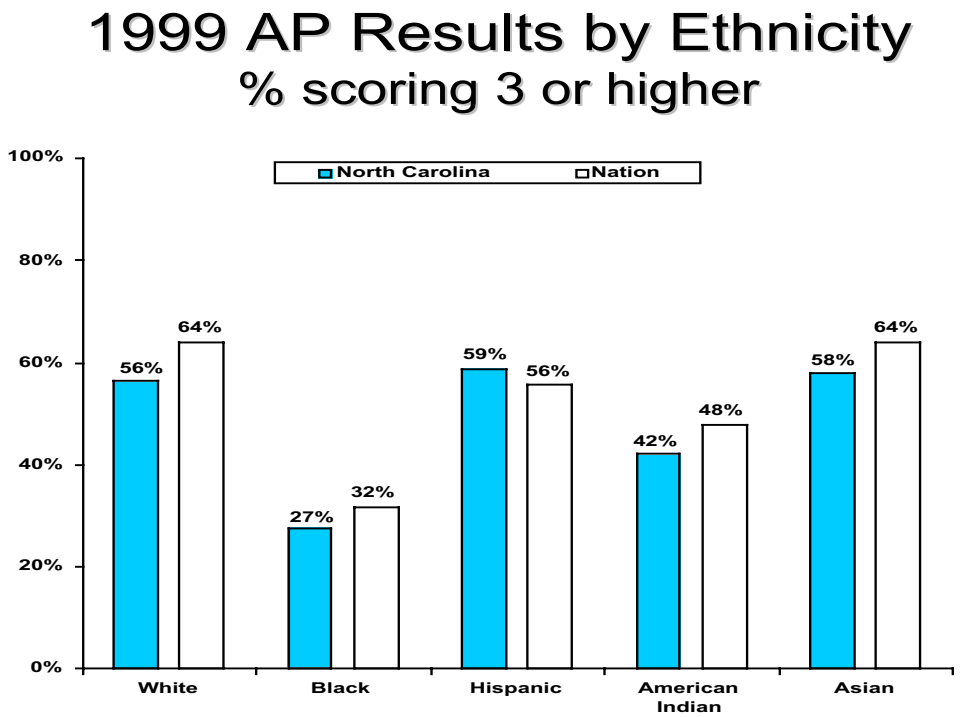
During 1998-1999, The average American Indian student was enrolled in 0.05 AP courses (i.e., one American Indian AP enrollment for every 20 American Indian students). Both White and Asian students, however, enrolled in AP courses at a higher rate. Hispanic students also enrolled in AP courses at a higher rate than American Indian students.

Source of data: Taken from DPI databases. These data represent the number of *enrollments* in AP courses by ethnicity, NOT the actual number of *students* from each ethnic group who took AP courses. These rates were calculated by taking the number of enrollments (or 'slots') in AP courses that were occupied by students from each ethnic group and dividing it by the total number of students enrolled in grades 9-12 from that ethnic group. Therefore, some students may account for multiple enrollments (or 'slots') in these courses if they took more than one AP course during that school year.



Approximately 1% of the students who took an AP test in North Carolina in 1999 were American Indian. This is approximately the same percentage seen at the national level.

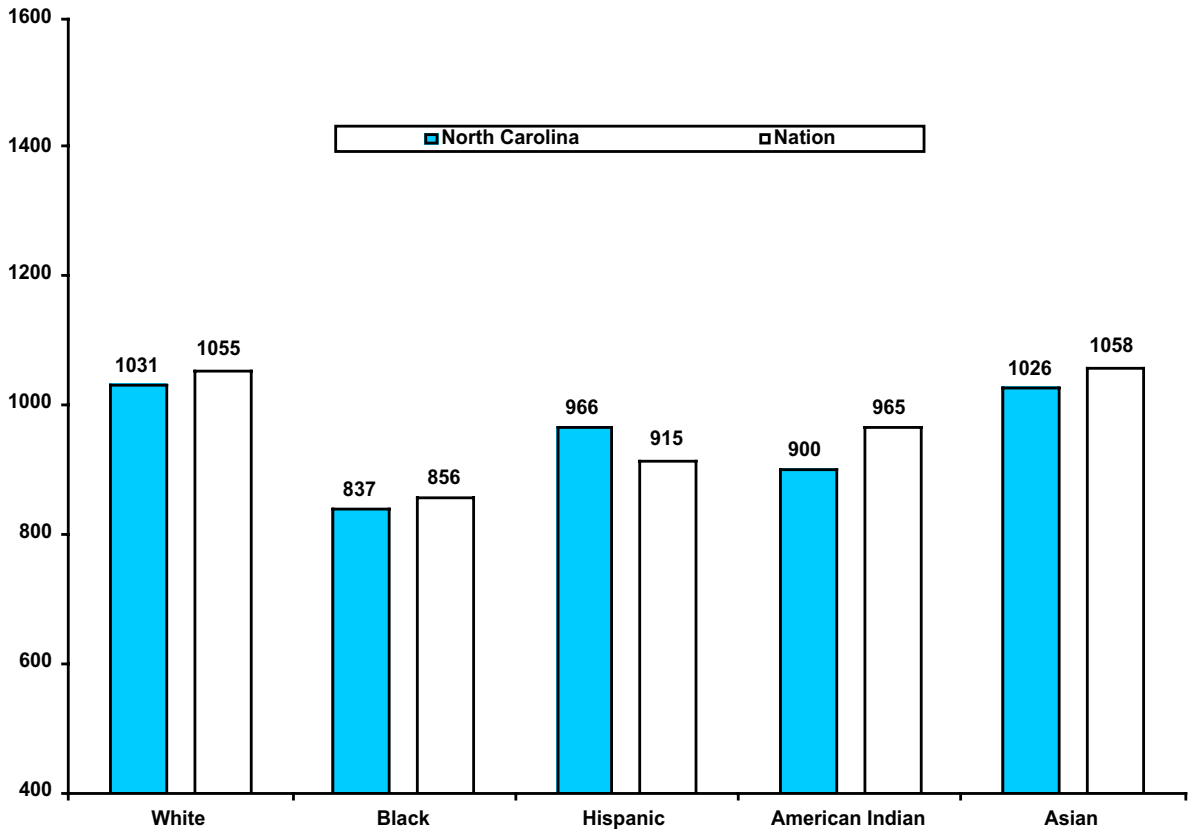
Source of data: Advanced Placement test data for the state of North Carolina, collected by the College Board.



American Indian students in North Carolina were less likely to achieve a score of 3 or higher on an AP exam than White, Hispanic, or Asian students in 1999. American Indian students were, however, more likely to achieve a score of 3 or higher on an AP exam than Black students. These patterns largely mirror the patterns seen at the national level. Also, the percentage of American Indian AP test takers scoring a 3 or higher in North Carolina (42%) is slightly lower than the corresponding percentage nationwide (48%).

Source of data: Taken from Advanced Placement test data for the state of North Carolina, collected by the College Board. AP tests are scored on a scale from 1 (lowest) to 5 (highest), with most colleges requiring a score of 3 or higher in order for the student to receive college credit for that course. It is also important to remember that not all students who take an AP course take the corresponding AP exam at the end of that course – taking the test is optional.

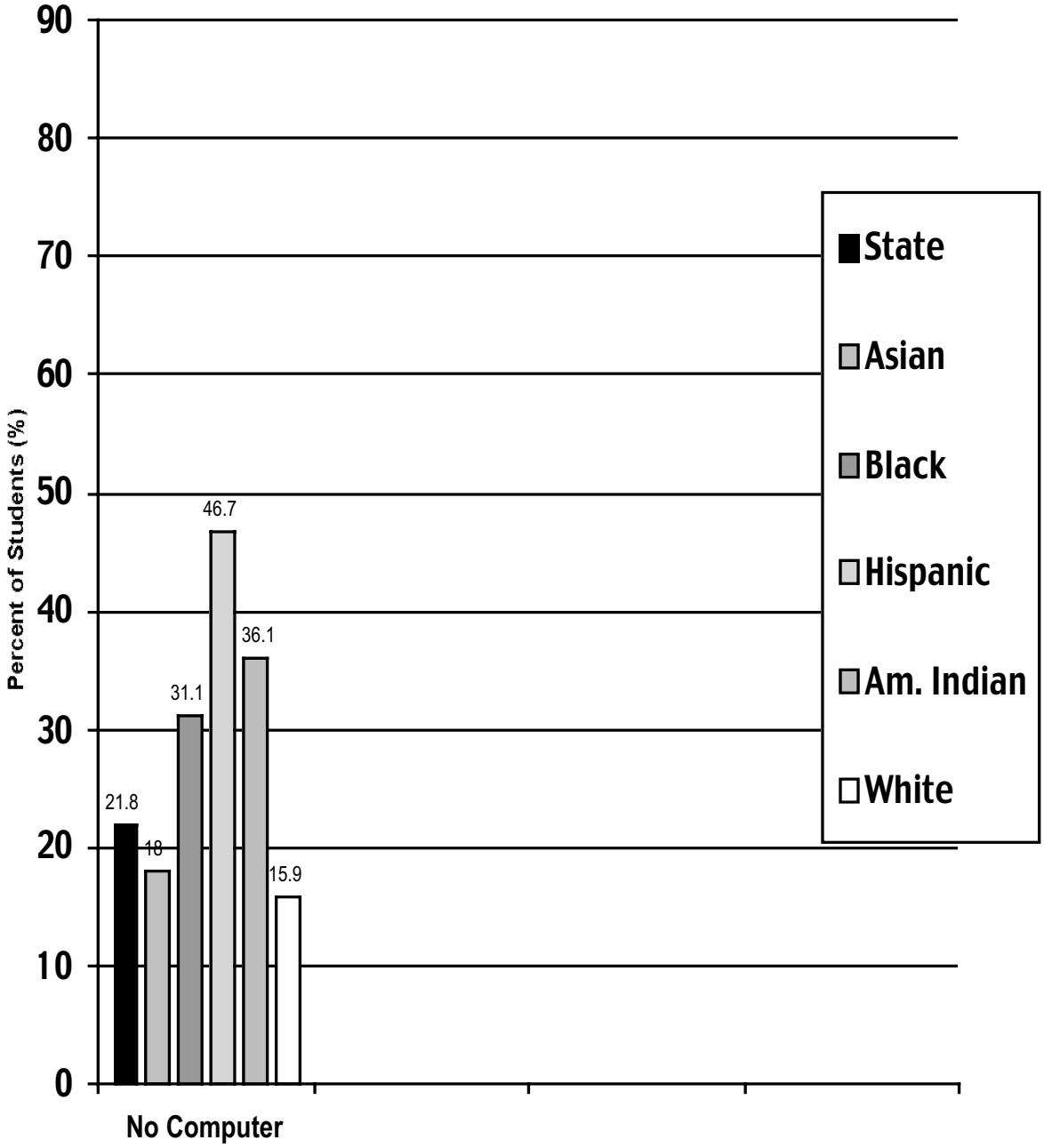
1999 SAT Results by Ethnicity



• American Indian students in North Carolina scored lower on the SAT than White, Hispanic, or Asian students in 1999. American Indian students, however, scored higher than Black students. This pattern largely mirrors the pattern seen at the national level, with one exception: At the national level, American Indian students also scored higher than Hispanic students. Scores for American Indian students in North Carolina were, on average, 65 points lower than American Indian students nationwide.

Source of data: Annual SAT Report, NCDPI.

No Computer Available at Home for School Work by Ethnicity -- EOG 2000



Compared to students statewide, American Indian students in grades 3-8 were more likely to report not having a computer in their home that they used for school work. Only Hispanics students were more likely than American Indian students to report not having a computer at home to use for school work.

Source of data: Survey questions on the 1999-2000 End-of-Grade test forms, completed by the student.

Appendices

Pathways to the 21st Century

Appendix A
Title IX Cohort

System	Male	Female	Students Served	Program Administrator/Director	
Columbus	202	203	405	Kenwood Royal	(910) 642-5168
Cumberland	464	421	885	Trudy Locklear	(910) 678-2462
Graham	65	89	154	Marcia Hollifield	(828) 479-3453
Guilford	209	199	408	Derek Lowery	(336) 370-8337
Halifax	180	146	326	Tyus Few	(252) 583-5111
Hertford	25	23	48	Ray Parker	(252) 358-1761
Hoke	444	408	852	Billy Jacobs	(910) 875-4835
Jackson	181	176	357	Nancy Sherrill	(828) 586-2311
Person	8	17	25	Leon Hamlin	(336) 599-2191
Richmond	74	76	150	Debbie Locklear	(910) 582-5860
Robeson	5,252	5,027	10,279	Margaret Chavis	(910) 521-1881
Sampson	48	48	96	Lacye Owen	(910) 592-1401
Clinton City	46	55	101	Linda Brunson	(910) 592-3132
Scotland	405	370	775	Mary Lewis	(910) 277-4459
Swain	184	176	360	Bob Marr	(828) 488-3129
Wake	122	140	262	Jennifer Falk	(919) 856-2800
Warren	85	67	152	Mamie Jay	(252) 257-3184

Total served in Cohort	15,635
Total Served Indian Male	7,994
Total Served Indian Female	7,641
Indian Membership Statewide	18,651
Indian Membership Male	9,538
Indian Membership Female	9,113

Appendix B
Tribal Organizations in North Carolina

Coharie Intra-Tribal Council
7531 N. U.S. Hwy 421
Clinton, NC 28328
John Marshall, Executive Director
Phone: 910-564-6909
FAX: 910-564-2701

Cumberland County Association
for Indian People
200 Indian Drive
Fayetteville, NC 28301
Gladys Hunt, Executive Director
Phone: 910-483-8442
FAX: 910-483-8742
Email: CCAIP@ONP.WDSC.ORG

Eastern Band of Cherokee
P. O. Box 455
Cherokee, NC 28719
Leon Jones, Principal Chief
Phone: 828-497-2771
FAX: 828-497-7007
Email: MISTCABE@NC-CHEROKEE.COM

Guilford Native American Association
P. O. Box 5623
Greensboro, NC 27403
Rick Oxendine, Executive Director
Phone: 336-273-8686
FAX: 336-272-2925

Haliwa-Saponi Tribe, Inc.
P. O. Box 99
Hollister, NC 27844
Dr. Joseph Richardson, Tribal Administrator
Phone: 252-586-4017
FAX: 252-586-3918
Email: JOR@COASTALNET.COM

United Tribes of N.C.
c/o Cumberland Co. Association for Indian People
102 Indian Drive
Fayetteville, NC 28301
Gladys Hunt, President
Phone: 910-483-8442
FAX: 910-483-8742

North Carolina Commission of Indian Affairs
217 West Jones Street
Raleigh, NC 27603
Gregory Richardson, Executive Director
Phone: 919-733-5998

Appendix B
Tribal Organizations in North Carolina (continued)

Indians of Person County
High Plains Indians, Inc., for
the Indians of Person County
846 Epps-Martin Road
Roxboro, NC 27573
Dante Desiderio, Executive Director
Phone: 336-599-5020
FAX: 336-598-0530
Email: HPIIPC@PERSON.NET

Lumbee Regional Development Association
P. O. Box 68
Pembroke, NC 28372
James Hardin, Executive Director
Phone: 910-521-8602
FAX: 910-521-8625
Email: LRDA@INTRSTAR.NET

Meherrin Indian Tribe
P. O. Box 508
Winton, NC 27986
Denyce Hall, Executive Director
Phone: 252-398-3321
FAX: 252-396-0334
Email: MEHERRIN@INTELIPORT.COM

Metrolina Native American Association
1200 W. Tyvola Road
Charlotte, NC 28217
Letha Strickland, Executive Director
Phone: 704-535-4419
FAX: 704-522-9790
Email: MNAA2000@EXCITE.COM

Triangle Native American Society
P. O. Box 26841
Raleigh, NC 27611
Brett Locklear, President
Phone: 919-661-2515

Waccamaw Siouan Development Association
P. O. Box 221
Bolton, NC 28423
Sabrina Jacobs, Executive Director
Phone: 910-655-8778
FAX: 910-655-8779

Appendix C

State Advisory Council on Indian Education 2000

Charles Carter, Jr.
NC Senate
PO Box 131
Asheville, NC 28802

Samuel Lambert
Educator
PO Box 481
Cherokee, NC 28719

Deanna Lowry
Parent Representative/Educator
1565 Hwy 710 S
Rowland, NC 28383

Darlene Ransom
Parent Representative
3519 Edgeside Court
Fayetteville, NC 28303

Dr. Tony Stewart
Parent Representative/Superintendent
1200 Halstead Blvd.
Elizabeth City, NC 27906-2247

Patrick Clark
Parent Representative
1818 Progress Lane
Charlotte, NC 28205

Anthony Locklear
UNC Board of Governors
110 Solstice Circle
Cary, NC 27513

Louise C. Maynor
UNC Board of Governors
1626 University Drive
Durham, NC 27707

Olgetree Richardson
Parent Representative/Educator
Rt. 3, Box 194-A
Warrenton, NC 27589

Frances Stewart-Lowry
Parent Representative
602 New Cut Rd.
Lexington, NC 27292

Josephine Graham
Parent Representative/Educator
PO Box 544
Lake Waccamaw, NC 28450

Rita Locklear
Parent Representative/Educator
957 Lonnie Farm Road
Pembroke, NC 28372

Terry Qadura
Parent Representative
4117 Brewster Drive
Raleigh, NC 27606

Earlene J. Stacks
NC Commission of Indian Affairs
910 Lansdoune Road
Charlotte, NC 28270

Ronnie Sutton
NC House of Representatives
PO Box 787
Pembroke, NC 28372

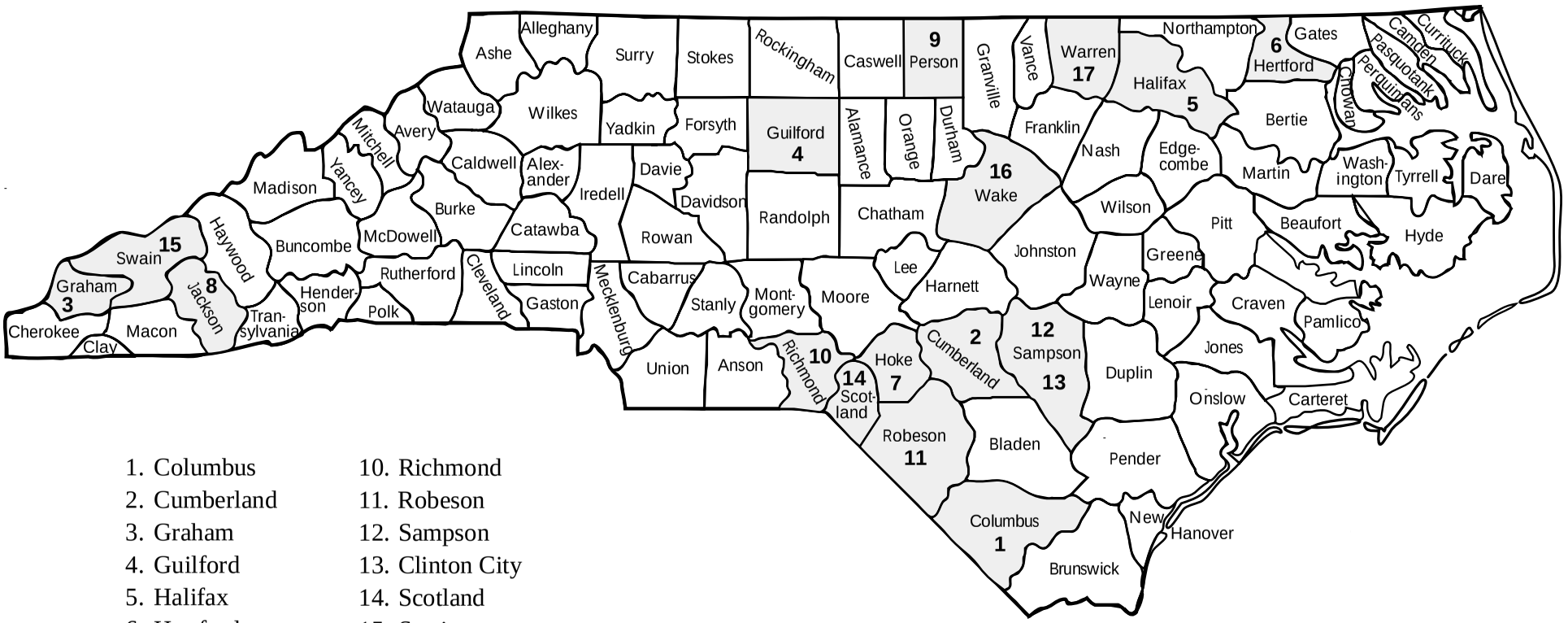
Staff to the Council:

Priscilla J. Maynor,
Senior Assistant to the State Superintendent
Office of the State Superintendent

Zoe W. Locklear
State Board of Education

Appendix D

North Carolina
Title IX Grantees



1. Columbus
2. Cumberland
3. Graham
4. Guilford
5. Halifax
6. Hertford
7. Hoke
8. Jackson
9. Person
10. Richmond
11. Robeson
12. Sampson
13. Clinton City
14. Scotland
15. Swain
16. Wake
17. Warren

The White House
Office of the Press Secretary

Executive Order 13096

American Indian and Alaska Native Education

By the authority vested in me as President by the Constitution and the laws of the United States of America, in affirmation of the unique political and legal relationship of the Federal Government with tribal governments, and in recognition of the unique educational and culturally related academic needs of American Indian and Alaska Native students, it is hereby ordered as follows:

Section 1. Goals. The Federal Government has a special, historic responsibility for the education of American Indian and Alaska Native students. Improving educational achievement and academic progress for American Indian and Alaska Native students is vital to the national goal of preparing every student for responsible citizenship, continued learning, and productive employment. The Federal Government is committed to improving the academic performance and reducing the dropout rate of American Indian and Alaska Native students. To help fulfill this commitment in a manner consistent with tribal traditions and cultures, Federal agencies need to focus special attention on six goals: (1) improving reading and mathematics; (2) increasing high school completion and postsecondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug-free school environments; (5) improving science education; and (6) expanding the use of educational technology.

Sec. 2. Strategy. In order to meet the six goals of this order, a comprehensive Federal response is needed to address the fragmentation of government services available to American Indian and Alaska Native students and the complexity of inter-governmental relationships affecting the education of those students. The purpose of the Federal activities described in this order is to develop a long-term, comprehensive Federal Indian education policy that will accomplish those goals.

(a) Interagency Task Force. There is established an Interagency Task Force on American Indian and Alaska Native Education (Task Force) to oversee the planning and implementation of this order. The Task Force shall confer with the National Advisory Council on Indian Education (NACIE) in carrying out activities under this order. The Task Force shall consult with representatives of American Indian and Alaska Native tribes and organizations, including the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI), to gather advice on implementation of the activities called for in this order.

(b) Composition of the Task Force. (1) The membership of the Task Force shall include representatives of the Departments of the Treasury, Defense, Justice, the Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, and Education, as well as the Environmental Protection Agency, the Corporation for National and Community Service, and the National Science Foundation. With the agreement of the Secretaries of Education and the Interior, other agencies may participate in the activities of the Task Force.

(2) Within 30 days of the date of this order, the head of each participating agency shall designate a senior official who is responsible for management or program administration to serve as a member of the Task Force. The official shall report directly to the agency head on the agency's activities under this order.

(3) The Assistant Secretary for Elementary and Secondary Education of the Department of Education and the Assistant Secretary for Indian Affairs of the Department of the Interior shall co-chair the Task Force.

(c) Interagency plan. The Task Force shall, within 90 days of the date of this order, develop a Federal interagency plan with recommendations identifying initiatives, strategies, and ideas for future interagency action supportive of the goals of this order.

(d) Agency participation. To the extent consistent with law and agency priorities, each participating agency shall adopt and implement strategies to maximize the availability of the agency's education-related programs, activities, resources, information, and technical assistance to American Indian and Alaska Native students. In keeping with the spirit of the Executive Memorandum of April 29, 1994, on Government-to-Government Relations with Native American Tribal Governments and Executive Order 13084 of May 14, 1998, each participating agency shall consult with tribal governments on their education-related needs and priorities, and on how the agency can better accomplish the goals of this order. Within 6 months, each participating agency shall report to the Task Force regarding the strategies it has developed to ensure such consultation.

(e) Interagency resource guide. The Task Force shall identify, within participating Federal agencies, all education-related programs and resources that support the goals of this order. Within 12 months, the Task Force, in conjunction with the Department of Education, shall develop, publish, and widely distribute a guide that describes those programs and resources and how American Indians and Alaska Natives can benefit from them.

(f) Research. The Secretary of Education, through the Office of Educational Research and Improvement and the Office of Indian Education, and in consultation with NACIE and participating agencies, shall develop and implement a comprehensive Federal research agenda to:

(1) establish baseline data on academic achievement and retention of American Indian and Alaska Native students in order to monitor improvements;

(2) evaluate promising practices used with those students; and

(3) evaluate the role of native language and culture in the development of educational strategies. Within 1 year, the Secretary of Education shall submit the research agenda, including proposed timelines, to the Task Force.

(g) Comprehensive Federal Indian education policy.

(1) The Task Force shall, within 2 years of the date of this order, develop a comprehensive Federal Indian education policy to support the accomplishment of the goals of this order. The policy shall be designed to:

(A) improve Federal interagency cooperation;

(B) promote intergovernmental collaboration; and

(C) assist tribal governments in meeting the unique educational needs of their children, including the need to preserve, revitalize, and use native languages and cultural traditions.

(2) In developing the policy, the Task Force shall consider ideas in the Comprehensive Federal Indian Education Policy Statement proposal developed by the NIEA and the NCAI.

(3) The Task Force shall develop recommendations to implement the policy, including ideas for future interagency action.

(4) As appropriate, participating agencies may develop memoranda of agreement with one another to enable and enhance the ability of tribes and schools to provide, and to coordinate the delivery of, Federal, tribal, State, and local resources and services, including social and health-related services, to meet the educational needs of American Indian and Alaska Native students.

(h) Reports. The Task Force co-chairs shall submit the comprehensive Federal Indian education policy, and report annually on the agencies' activities, accomplishment, and progress toward meeting the goals of this order, to the Director of the Office of Management and Budget.

Sec. 3. Regional partnership forums. The Departments of Education and the Interior, in collaboration with the Task Force and Federal, tribal, State, and local government representatives, shall jointly convene, within 18 months, a series of regional forums to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships, and coordinate intergovernmental strategies supportive of accomplishing the goals of this order. The Departments of Education and the Interior shall submit a report on the forums to the Task Force, which may include recommendations relating to intergovernmental relations.

Sec. 4. School pilot sites. The Departments of Education and the Interior shall identify a reasonable number of schools funded by the Bureau of Indian Affairs (BIA) and public schools that can serve as a model for schools with American Indian and Alaska Native students, and provide them with comprehensive technical assistance in support of the goals of this order. A special team of technical assistance providers, including Federal staff, shall provide assistance to these schools. Special attention shall be given, where appropriate, to assistance in implementing comprehensive school reform demonstration programs that meet the criteria for those programs established by the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 1998 (Public Law 105-78), and to providing comprehensive service delivery that connects and uses diverse Federal agency resources. The team shall disseminate effective and promising practices of the school pilot sites to other local educational agencies. The team shall report to the Task Force on its accomplishments and its recommendations for improving technical support to local educational agencies and schools funded by the BIA.

Sec. 5. Administration. The Department of Education shall provide appropriate administrative services and staff support to the Task Force. With the consent of the Department of Education, other participating agencies may provide administrative support to the Task Force, consistent with their statutory authority, and may detail agency employees to the Department of Education, to the extent permitted by law.

Sec. 6. Termination. The Task Force established under section 2 of this order shall terminate not later than 5 years from the date of this order.

Sec. 7. General provisions. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person. This order is not intended to preclude, supersede, replace, or otherwise dilute any other Executive order relating to American Indian and Alaska Native education.

William J. Clinton

The White House
August 6, 1998

References

American Indian/Alaskan Native Research Agenda Conference. U.S. Department of Education. Office of Indian Education. May 2000. Albuquerque, NM.

Butterfield, Robin. (1994). Blueprints for Indian Education: Improving Mainstream Schooling. ERIC Digest.

Dropout Data Report 1998-99 – 1999-00, Division of School Improvement, North Carolina Department of Public Instruction, Raleigh, NC

Final Report on Indian Nations At Risk: An Educational Strategy for Action. Indian Nations at Risk Task Force. U.S. Department of Education, October 1991.

Forum on the 21st Century Indian Education Blueprint. National Indian Education Association Convention. October 1999. Oklahoma City, Oklahoma.

National Dropout Prevention Center/Network. http://www.dropoutprevention.org/ Clemson University, Clemson, SC.

State Testing Results 1998-00. Division of Accountability, North Carolina Department of Public Instruction, Raleigh, NC

Suspension and Expulsion Survey 1999-00. Evaluation Section, Division of Accountability, North Carolina Department of Public Instruction, Raleigh, NC

The Council extends their appreciation to those contributing to the cover of the 2001 Indian Education Report.

Monnie Sanderson and the Native American Resource Center, University of North Carolina-Pembroke for permission to use photograph of Saddletree Redman's Lodge.

Bruce Barton, Indian Education Resource Center, Public Schools of Robeson County for providing photographs from the Title IX Program in Robeson County.

Laura Weakland, Lead Graphics Artist, Communications and Information. Department of Public Instruction, for cover design.